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ABSTRACT

This report discusses a study to examine staffing patterns of postsecondary vocational-technical schools in Georgia to analyze noninstructional staffing needs, existing staff utilization, and appropriate allocations of staff resources. Chapter 1 is an introduction; chapter 2 describes the methodology, which involved review of literature and other materials, development and field testing of function/task survey instruments, data collection at 29 postsecondary schools, data analysis and review, and preparation of final products. Chapters 3-6 present discussions of and tabular data from the survey of the four groups of personnel interviewed, which were designed to analyze functions and tasks included in the various positions as well as time spent performing each of these functions and tasks. The four groups are (1) administrators and supervisory personnel, (2) secretarial/clerical/accounting personnel, (3) custodial/maintenance/security personnel, and (4) teacher aides and other noninstructional service personnel. Chapter 7 reports data from teacher surveys indicating how noninstructional staff could provide additional help in facilitating the teacher's job. Conclusions and recommendations are found in chapter 8. Appendixes, amounting to approximately one-half of the report, include the survey instruments and data analyses in table form. (YLB)

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ED 204623

A STUDY ON STAFFING NEEDS OF POST-SECONDARY
VOCATIONAL-TECHNICAL SCHOOLS IN GEORGIA

FIELD TEST RESULTS
AND
FINAL REPORT

for

GEORGIA STATE BOARD OF EDUCATION
DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL EDUCATION
STATE OFFICE BUILDING
ATLANTA, GEORGIA

by

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U.S. DEPARTMENT OF HEALTH,
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Staff members of Associated Educational Consultants, Inc., (AEC), involved in this study included: Dr. Dan K. Jacobs, Project Director; Dr. John G. Drugo, Director of Research and Evaluation; Dr. Ona Kay Kinter, Director of Field Operations; and Mrs. Marti Kersten, Administrative Assistant. Technical

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CHAPTER I

INTRODUCTION

Ever since the co-authorship of the 1917 Smith-Hughes Act by two Georgians (U.S. Senator Hoke Smith and U.S. Congressman Dudley M. Hughes), Georgia has provided leadership in vocational education.

The State of Georgia has maintained its commitment in the belief that every citizen should be provided with an opportunity to learn a marketable skill or to improve an existing one. The extensive network of post-secondary vocational-technical schools funded by the State Legislature and operated by the Georgia Department of Education is testimonial to this commitment.

In 1960 there were two post-secondary vocational-technical schools in the State--North Georgia Tech at Clarkesville and South Georgia Tech at Americus. Full-time enrollments totaled about 800 day students and 241 evening students.

By 1980 the vo-tech system had grown to 24 post-secondary vocational-technical schools, five adult vocational centers, and three joint Junior College programs, as well as the two state operated schools of North and South Georgia.

Deepening of State and Federal legislative commitment to vocational education has been supported, augmented, and reflected by steady enrollment increased in full-time and part-time programs and special on-campus and off-campus courses.

Tables 1.1 and 1.2 present a broad picture of enrollment growth. Table 1.1 shows full-time day enrollments for the vocational-technical system for 1970 (prior to joint agreements with the Junior Colleges) and 1980.

Table 1.1

STATE AND AREA POST-SECONDARY VOCATIONAL-TECHNICAL SCHOOLS
FULL-TIME (UNDUPLICATED) DAY ENROLLMENT
FOR SELECTED YEARS 1970, 1980

Vocational-Technical School	1970	1980	% Change
Albany Tech	633	990	56
Athens Area Tech	510	1,289	152
Atlanta Area Tech	1,676	2,632	57
Augusta Tech	1,160	2,140	84
Bainbridge Junior College	-	180	-
Baldwin School - PN	30	26	-13
Ben Hill-Irwin Tech	179	606	238
Brunswick Junior College	20	381	180
Carroll Tech	245	838	242
Columbus Tech	836	1,514	81
Coosa Valley Tech	508	1,131	122
Dalton Junior College	30	415	128
Dalton School - PN	-	72	-
Dekalb Tech	850	2,024	138
Elbert School - PN	12	20	66
Griffin-Spalding	347	930	168
Gwinnet	-	113	-
Houston Voc. Center	-	644	-
Lanier Tech	247	638	158
Macon Tech	795	1,558	95
Marietta-Cobb Tech	620	1,448	133
Moultrie Tech	253	594	134
North Georgia Tech	582	1,130	94
Pickens Tech	215	589	173
Savannah Tech	901	1,400	55
South Georgia Tech	486	897	84
Swainsboro Tech	253	508	100
Thomas Tech	297	672	126
Troup Tech	220	576	161
Upson Tech	265	492	85
Valdosta Tech	306	840	174
Walker Tech	381	711	86
Waycross-Ware Tech	245	741	202
(Unduplicated) Totals	13,105	28,739	119

In Table 1.2 total enrollments are shown for 1967 and 1980. By 1980, Quick Start programs and other off-campus programs, additional on-campus courses, and part-time day enrollments had increased rapidly, reflecting, again, the

Table 1.2

STATE AND AREA POST-SECONDARY VOCATIONAL-TECHNICAL SCHOOLS
TOTAL ENROLLMENT FOR
SELECTED 1967 AND 1980

Vocational-Technical School	1967	1980 *	
		Day	Short-Term
Albany Tech	544	1,296	2,050
Athens Area Tech	485	1,728	5,485
Atlanta Area Tech	967	3,053	7,271
Augusta Tech	786	2,255	3,941
Bainbridge Junior College	-	328	305
Baldwin School - PN	-	26	179
Ben Hill-Irwin Tech	-	713	1,009
Brunswick Junior College	-	498	928
Carroll Tech	32	942	1,551
Columbus Tech	658	2,171	2,508
Coosa Valley Tech	358	1,236	2,374
Dalton Junior College	-	661	925
Dalton School - PN	-	160	263
Dakalb Tech	733	2,144	9,483
Elbert School - PN	-	20	-
Griffin-Spalding	230	1,237	1,535
Gwinnet	-	113	1,231
Houston Voc. Center	-	687	518
Lanier Tech	172	685	2,401
Macon Tech	542	1,917	6,348
Marietta-Cobb Tech	501	1,695	3,823
Moultrie Tech	207	649	1,778
North Georgia Tech	704	1,139	2,475
Pickens Tech	157	599	1,176
Savannah Tech	552	1,563	2,390
South Georgia Tech	610	897	913
Swainsboro Tech	206	525	2,272
Thomas Tech	340	687	1,316
Troup Tech	144	622	1,770
Upson Tech	217	603	836
Valdosta Tech	248	958	1,490
Walker Tech	267	740	1,295
Waycross-Ware Tech	249	857	1,660
Totals	9,909	33,404	73,499

* Full-time and part-time unduplicated count.

growing dependence of the State's residents and industries on public vocational education. Individualized instruction and concern for meeting the needs of individual industries had captured the faith of ever-increasing numbers of clients. The leap from about 1,000 students served in all programs in 1960 to over 100,000 in 1980 represents unassailable evidence of need and faith in the system.

Each school, operating within Statewide guidelines, has served the needs of its locale. The Georgia Department of Education has provided flexibility as well as revisions of many early structures within which the schools operate. Periodic updating has been necessitated by expanding demands placed upon vocational schools by Federal and State legislation and the increased scope of services and programs required to meet the local needs of industries and, hence, students.

The National Center of Educational Statistics reveals that the present vocational education enrollment figure is 17,000,000 nationwide with a projection for 1982-83 to be 17,500,000. They indicate the smallest growth will be in the secondary schools, followed by post-secondary. The largest growth appears to be at the Adult Vocational Education level.

Occupational demographics naturally have a close cause and effect relationship to population. Industrial growth within Georgia and technological advances have had marked influence on vocational education. In long-range retrospect, jobs a century ago required 10% knowledge and 90% muscle. By the last quarter of this century, 95% of all jobs required knowledge and only 5% required muscle. Thus, vocational-technical education, for which a 182% growth between 1975 and 1985 was forecast by Battelle in the early '70's, becomes an increasingly demanding segment of education.

The business of operating vocational schools is big business. Specially trained, skilled staff members must direct, coordinate, supervise, and facilitate school operations that are responsible and responsive to teachers and students and to employers of the local as well as State and national communities within a time-consuming and complicated system of checks and balances.

The Georgia Department of Education, aware of its legal and moral obligations to support the vocational-technical system, commissioned the study "A Study on Staffing Needs of Post-Secondary Vocational-Technical Schools in Georgia."

The purpose of this study was to examine staffing patterns of these schools to determine the scope of activities of all noninstructional personnel.

CHAPTER II

METHODOLOGY

A Study of Staffing Needs of Post-Secondary Vocational-Technical Schools in Georgia was initiated to analyze noninstructional staffing needs, existing staff utilization, and appropriate allocations of staff resources. This Research Report addresses the first two of the five objectives of the study:

1. To assess the current utilization of existing staff.
2. To determine generic functions to be performed by a post-secondary vocational-technical institution.
3. To determine the number, classifications and job descriptions for the personnel needed to operate each existing post-secondary vocational-technical school in Georgia.
4. To determine a method of quantifying workloads by which staff should be increased or decreased.
5. To develop a comprehensive staffing guide with recommended organizational charts and job descriptions.

The study was designed by Associated Educational Consultants, Inc. (AEC) to be accomplished in four phases: initial research and model development; data collection at individual schools; data analysis and review with State staff; and preparation of final products.

During Phase I, which began May 15, 1980, and continued through September, 1980, AEC staff conducted a search for and review of literature related to noninstructional staffing. Among sources contacted were: the National School Boards Association; Educational Resource Service; U. S. Department of Education; The National Center for Vocational Education; and the American Vocational Association (AVA). Additionally, AEC sent a letter to all State Directors of Vocational Education, or their counterparts, soliciting information related to staffing of noninstructional staff. This letter appears as Appendix A.

AEC found that a great deal of information was available on staffing as it applies to comprehensive secondary and elementary schools and to teachers in these settings (e.g., teacher-student ratios), but that information related to noninstructional personnel was virtually nonexistent, especially as it applies to either post-secondary or vocational-technical schools. These findings concurred with prior conclusions of the staff of the Georgia Office of Vocational Education.

It was, therefore, determined by joint agreement between AEC and State staff that AEC would review multiple tasks identified from job descriptions, competency lists and other pertinent materials. This review would be utilized to assemble lists of functions and tasks performed by members of the noninstructional groups employed to operate post-secondary vocational-technical schools. These groups were identified as: administrators/coordinators/supervisors; secretarial/clerical/accounting personnel; custodial/maintenance/security personnel; teacher aides; food services personnel; and other specialized non-instructional personnel such as houseparents, recreation directors, etc.

During July, 1980, AEC staff visited two post-secondary vocational-technical schools in Georgia (Atlanta and Marietta-Cobb) and met with the Directors to obtain direct reaction to, and suggestions for, the investigative study regarding noninstructional staffing.

During these initial months of the study, AEC also reviewed materials provided by the Georgia Office of Vocational Education pertaining to the organization, administration, and financing of vocational education in the State. These included MIS data on the schools within the vocational system, the current long-range plan (known as the "Zimmerman Study"), State delineations including the 1967 staffing allocation plan, and documents such as the Georgia Area School

Directors' Association Position Paper, Fall 1980, in which noninstructional staffing was expressed as a concern of LEA Directors. Additional guidance for the scope of study, instrument development, and general direction was obtained from State staff during meetings held at OVE at periodic intervals.

At the September 24, 1980, meeting with OVE personnel, AEC presented drafts of instruments proposed for use during on-site visitations to 29 post-secondary schools: 24 area vocational-technical schools; three junior colleges which offer vocational programs; and two State-operated residential vocational schools. The 29 schools as well as the visitation dates are identified in Exhibit A.

It was determined at this meeting that the "time-spent" inquiry on function/task survey instruments should be standardized among the schools and occupational categories in order to establish a universal basis for computation and comparison. This determination was made according to the following rationale:

- . As stated in the State Plan, post-secondary vocational-technical education is offered in four annual quarters of 52 days each, and while there are 208 student contract days per year, there are 230 contracted work days plus ten days paid vacation. The work day was designated as eight hours per day for each of the 230 work days. Thus,
- . The base number of hours per employee per year was 1,840 (230 work days x 8 hours per day), thereby achieving the best available balance between overtime and absences due to illness, etc. Part-time employees were subsequently calculated separately, using the 1,840 as a base figure.

It was also determined that members of each group completing function/task survey instruments would be responsible for totaling current time allocations for day, week, month or year. They would also be asked to indicate, by function, desired changes in actual allotments of time, basing these changes on the 1,840 hours.

EXHIBIT A

A STUDY ON STAFFING NEEDS OF POST-SECONDARY VOCATIONAL-TECHNICAL SCHOOLS IN GEORGIA

DATES

SCHOOLS

FIELD TEST SITES

September 25 and 26, 1980
September 29 and 30, 1980
October 6 and 7, 1980
October 8 and 9, 1980
October 21 and 22, 1980
October 21 and 22, 1980

Carroll County Area Voc-Tech School
Troup County Area Voc-Tech School
Marietta-Cobb Area Voc-Tech School
Columbus Area Voc-Tech School
Albany Area Voc-Tech School
Griffin-Spalding Co. Area Voc-Tech School

SCHOOL SITES

November 10, 1980
November 11 and 12, 1980
November 11 and 12, 1980
November 13 and 14, 1980
November 13, 1980
December 1 and 2, 1980
December 1 and 2, 1980
December 3 and 4, 1980
December 3, 1980
January 8 and 9, 1981
January 8 and 9, 1981
January 13 and 14, 1981
January 15 and 16, 1981
January 20 and 21, 1981
January 22 and 23, 1981
February 3 and 4, 1981
February 5 and 6, 1981
February 24 and 25, 1981
February 24 and 25, 1981
February 26 and 27, 1981
February 26 and 27, 1981
March 5 and 6, 1981
March 12 and 13, 1981

Bainbridge Junior College
Thomas Area Voc-Tech School
Waycross-Ware Co. Area Voc-Tech School
Moultrie Area Voc-Tech School
Brunswick Junior College
North Georgia Tech & Voc School
Coosa Valley Area Voc-Tech School
Lanier Area Voc-Tech School
Dalton Junior College
Pickens Co. Area Voc-Tech School
Walker County Area Voc-Tech School
Athens Area Voc-Tech School
Upson County Area Voc-Tech School
Savannah Area Voc-Tech School
Swainsboro Area Voc-Tech School
Ben Hill-Irwin Area Voc-Tech School
Valdosta Area Voc-Tech School
South Georgia Tech & Voc School
Houston Vocational Center
Macon Area Voc-Tech School
DeKalb Area Voc-Tech School
Atlanta Area Voc-Tech School
Augusta Area Voc-Tech School

The decision to have the forms completed in relation to a base number of hours was made in order to facilitate the recording process. Previous experience has demonstrated that individuals are better prepared to record the number of hours that are spent per day, week, month or year on a given task than to offer a percentage estimate of time. The data analysis, however, was completed by translating their time estimates to percentage basis.

Prior to field testing and site visitations, memoranda from Dr. Joseph Freund and Dr. John Lloyd, of the Office of Vocational Education, were sent to the selected facilities apprising them of the study. AEC also sent a letter to each Vocational Director (Appendix C) which included a project overview and synopsis of the study.

Field testing of these instruments, the beginning of Phase 2 (data collection at individual schools), was conducted during the latter part of September and in October, 1980, by AEC. Members of the staff visited each of the following sites for two days to work with each of the noninstructional groups as they completed their segments of the survey:

- . Carroll County Area Vocational-Technical School
- . Columbus Area Vocational-Technical School
- . Albany Area Vocational-Technical School
- . Griffin-Spalding County Area Vocational-Technical School
- . Marietta-Cobb Area Vocational-Technical School
- . Troup County Area Vocational-Technical School

At the conclusion of the field testing, AEC modified the instruments as necessary to improve utility. Directors of the remaining 23 post-secondary

vocational-technical schools were contacted by telephone to arrange one and one-half day or two-day visits by two AEC staff members to collect data from the subject populations. Following this contact, confirmation letters with a visitation schedule were sent to the Directors. The visitation schedule is included as Exhibit B. Variations in visitation time depended on the size of the school, i.e., the number of staff involved. It was suggested in the confirming letter that each Director invite a local school board representative or District Superintendent to meet with AEC during the visitation.

During each site visit, AEC worked with the various populations in group activity during which the Function/Task and Desired Time instruments were individually completed and time-spent computed and checked. At the conclusion of each site visit, data were hand-checked by AEC for time-spent tabulation accuracy and transferred to coding sheets, after which computer processing was performed.

The data were then tabulated and the open-ended interview guides analyzed for 1,011 personnel. The following are the various groups of personnel surveyed:

- . 260 Administrators/Coordinators/Supervisors
- . 316 Secretaries/Clerks/Accounting Clerks
- . 235 Custodians/Maintenance Personnel/Security Officers
- . 50 Teacher Aides
- . 28 Food Service/Dormitory Employees
- . 6 Other Noninstructional Personnel
- . 116 Teachers

EXHIBIT B

VISITATION SCHEDULE

FIRST DAY

8:00 AM - 9:00 AM AEC Team Meeting with Vocational Director (Superintendent or Chairman of the Board, if so desired)

AEC TEAM MEMBER #1

9:00 AM - 12:00 Noon Group Interview with all Administrators (Directors, Coordinators, Assistant Coordinators, Business Managers, Media Specialist, Job Placement and Recruiter)

1:00 PM - 4:00 PM Group Interview with all Custodial/Maintenance/Security Personnel

AEC TEAM MEMBER #2

9:30 AM - 12:00 Noon Group Interview with all Teacher Aides

1:00 PM - 4:00 PM Group Interview with all Secretarial/Clerical/Accounting Personnel

SECOND DAY

8:30 AM - 9:00 AM AEC Team Meeting with Vocational Director

AEC TEAM MEMBER #1

9:00 AM - 10:30 AM Group Interview with all Administrators

10:30 AM - 12:00 Noon Individual Conference with Head Custodian

1:30 PM - 2:30 PM Individual Conference with the Vocational Director

2:30 PM - 3:30 PM Group Interview with all Administrators

3:30 PM - 4:00 PM Exit Interview with the Director

AEC TEAM MEMBER #2

9:00 AM - 10:30 AM Group Interview with all Teacher Aides

10:30 AM - 12:00 Noon Group Interview with all Secretarial/Clerical/Accounting Personnel

1:30 PM - 2:00 PM Individual Conference with "Main or Key" Secretary

2:00 PM - 2:30 PM Group Interview with four Teachers

In summary, data were collected from each of the 29 schools by means of 19 separate color-keyed instruments (all shown in Appendix B):

. Fact Sheet

. Self-administered Function/Task survey instruments and Desired Time instruments for:

- Administrators/coordinators/supervisors
- Secretarial/clerical/accounting personnel
- Custodial/maintenance/security personnel
- Teacher Aides
- Media Specialists
- Food service personnel
- Other noninstructional personnel

. Interview guides for:

- Director
- Head Secretary
- Head Custodian
- Teacher

In analyzing the data, it was decided to group the 29 schools according to full-time day enrollments. The schools with full-time day enrollments of 2,000 or more comprise Class 1; schools with full-time day enrollments of between 1,000 and 1,999 comprise Class 2; schools with full-time day enrollments of less than 999 comprise Class 3. To provide separate analyses for Junior Colleges and state-operated schools, they are classified as Class 4 and Class 5, respectively. The schools included in each of these classifications are depicted in Exhibit C.

Analysis of pertinent data was also attained as it relates to the school setting, i.e., urban or rural. The schools categorized as urban are as follows:

Atlanta Area Voc-Tech
Augusta Area Voc-Tech
DeKalb Area Voc-Tech
Columbus Area Voc-Tech

Albany Area Voc-Tech
Macon Area Voc-Tech
Marietta-Cobb Area Voc-Tech
Savannah Area Voc-Tech

All schools not categorized as urban are included in the rural category.

Analyses based on whether the schools were under a local or area board were also processed. Those schools with area boards are as follows:

Coosa Valley Area Voc-Tech
Griffin-Spalding County Area Voc-Tech
Upson County Area Voc-Tech

Waycross-Ware County Area Voc-Tech
Lanier Area Voc-Tech
Ben Hill-Irwin Area Voc-Tech
Pickens County Area Voc-Tech

Schools not included in the listing above are under local boards.

EXHIBIT C

GEORGIA STAFFING STUDY

CLASSIFICATION OF SCHOOLS BY FULL-TIME DAY ENROLLMENT

CLASS 1 - 2,000 PLUS

Atlanta Area Vocational-Technical School
Augusta Area Vocational-Technical School
DeKalb Area Vocational-Technical School

CLASS 2 - 1,000 - 1,999

Macon Area Vocational-Technical School
Columbus Area Vocational-Technical School
Marietta-Cobb Area Vocational-Technical School
Savannah Area Vocational-Technical School
Athens Area Vocational-Technical School
Coosa Valley Area Vocational-Technical School

CLASS 3 - 999 & LESS

Albany Area Vocational-Technical School
Griffin-Spalding County Area Vocational-Technical School
Valdosta Area Vocational-Technical School
Carroll County Area Vocational-Technical School
Waycross-Ware County Area Vocational-Technical School
Walker County Area Vocational-Technical School
Thomas Area Vocational-Technical School
Houston Vocational Center
Lanier Area Vocational-Technical School
Ben Hill-Irwin Area Vocational-Technical School
Moultrie Area Vocational-Technical School
Pickens County Area Vocational-Technical School
Troup County Area Vocational-Technical School
Swainsboro Area Vocational-Technical School
Upson County Area Vocational-Technical School

CLASS 4 - JUNIOR COLLEGES

Dalton Junior College
Brunswick Junior College
Bainbridge Junior College

CLASS 5 - STATE OPERATED

North Georgia Technical & Vocational School
South Georgia Technical & Vocational School

CHAPTER III

ADMINISTRATORS AND SUPERVISORY PERSONNEL

Associated Educational Consultants, Inc. spent two days at each of the 29 vocational centers. During the first day the basic request was for administrators to identify what their jobs entail, and how their time is utilized. In order for this to be a workable situation, and rather than asking them to respond to all open-ended questions, AEC designed an administrative survey which contained 12 broad-based functions and various tasks within each function. The administrators and supervisory personnel were asked to respond to the tasks cited within each function.

There were a total of 163 tasks for which responses were requested. (See Appendix B) The administrator had the opportunity to record the hours spent performing each task in a daily, weekly, monthly or yearly column. The basic idea was to have them record the time they spend performing these tasks throughout the year. The administrators also had the additional responsibility of indicating the importance of each task as it related to their job. This was done by specifying whether they felt the task was of "least importance," "moderate importance" or "very important." The administrators were also asked to indicate through a "Yes" or "No" answer whether or not the task appeared somewhere in their job description. This survey instrument was to be completed so that the hours on the job would total 1,840.

The purpose for this survey was to determine what the administrator's tasks and duties are and how his time is utilized to enable AEC to analyze the broad-based functions of how various types of administrators accomplish their jobs in different types of settings.

These findings were categorized by size of school, rural/urban settings and area and local board operations. The specific tasks and the importance of the tasks will allow for further in-depth analysis and writing of job descriptions.

This information was also to serve as a norm for comparisons at both the State and local levels.

The second day of AEC's visitation dealt with determining where administrators need additional help, and; if they had the opportunity to restructure their job, how would they utilize their time in reference to the broad-based 12 functions. This is analyzed in reference to how jobs and job descriptions should be altered to best satisfy the needs of vocational education throughout the 1980's. Also on the second day, each administrator was given the opportunity to respond to a second survey instrument via open-ended questions. These questions dealt specifically with ways of improving the overall operations of the school. They were encouraged to respond to reflect improvements to the overall improvement of the school rather than focusing on changes that would improve their particular position. The questions on this survey dealt with matters such as; given the opportunity to increase one administrative staff member, what tasks would that person perform? Conversely, if they had to decrease one administrative staff member, what position would be cut. They were also given the opportunity to identify areas of need for additional personnel or whether they were overstaffed with noninstructional staff members. Additionally, they were asked to react to any long range plans that were in effect in their school, as well as relate to a list of work load quantifiers that could affect the staffing needs of their school in reference to administrators, secretaries and custodians.

(See Appendix B)

Each of the 29 Vocational Directors had the opportunity to participate in a personal interview. The interview guide used for this purpose is included in Appendix B. The responses to this interview will be analyzed in this chapter.

The major portion of this chapter is devoted to the analyses of the 260 respondents who participated in the administrative survey, their concerns about their position as they currently function, their recommendations for improving their positions through more efficient utilization of their time and their overall concerns related to staffing of their particular facility.

Also, each of the 29 vocational directors were given the opportunity through a personal interview to respond to an interview guide. (See Appendix B)

The major remaining portion of this chapter is devoted to the analyses of the responses of the 260 administrators and supervisory personnel who had the opportunity to express their concerns about their present job, what they would like their job to be, and a concern for the overall staffing of their particular vocational-technical school.

Vocational Director

Table 3.1 expresses the analysis of the 12 functions by actual, desired and discrepancy hours for the 29 Vocational Directors. This table unveils the Vocational Director's leading functions in actual mean hours. The four leading functions are "Personnel," "Fiscal," "Meetings and Committees" and "Public Relations." The Vocational Director spends the least amount of time in the functions of "Financial Aid and Special Programs" and "Admissions, Registration and Records." Table 3.1 also expresses the minimum and maximum actual mean hours in reference to these same functions. When Directors were asked how they would idealistically rearrange their hours on the job, the functions clearly emerging as reducible were "Fiscal,"

Table 3.1

ANALYSIS OF FUNCTIONS BY ACTUAL, DESIRED AND DISCREPANCY HOURS
VOCATIONAL DIRECTOR

Function	Actual Hours			Desired Hours			Discrepancy Hours		
	Mean	Min.	Max.	Mean	Min.	Max.	Mean	Min.	Max.
A. Board	132	0	399	141	0	468	+9	-108	200
B. Fiscal	250	100	524	221	0	450	-29	-212	100
C. Educational Program	200	26	454	238	30	480	+38	-100	380
D. Students	78	19	250	98	20	300	+20	-100	227
E. Admissions, Registration and Records	51	0	280	38	0	104	-13	-190	20
F. Counseling, Advising and Research	104	10	228	94	0	228	-10	-116	100
G. Financial Aid and Special Programs	22	0	108	21	0	118	-1	-60	35
H. Personnel	305	99	851	302	100	760	-3	-176	100
I. Facilities	106	24	332	92	20	185	-14	-182	100
J. Auxiliary Services	84	0	250	73	0	192	-11	-100	100
K. Public Relations	219	18	712	252	30	712	+33	-92	135
L. Meetings and Committees	289	130	736	270	72	685	-19	-200	78

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followed by "Meetings and Committees" and "Facilities." Conversely, Vocational Directors are further expressing the functions, "Educational Program" and "Public Relations" as those in which they would like to spend more time. These desired mean hours and discrepancy mean hours are expressed in Table 3.1.

The specific analysis of the tasks that relate to each function for Vocational Director is presented in Appendix D. The appendices contain the analysis relating to the percentage of time spent on each of the tasks by Vocational Directors. Also expressed is the analysis of how each person related their feeling of importance to each specific task performed, as well as whether they felt the task they performed is included as part of their present job description. The N's vary according to the number of people who responded specifically to the importance and inclusion factors. This indepth analyses of each task will be used in writing job descriptions. The information presented in the appendices can also serve as a norm for comparisons at both the state and local levels.

Table 3.2 relates the analysis of the functions of urban and rural schools, types of boards, as well as comparisons of full-time day enrollments. The eight schools selected to represent an urban category were Atlanta, Augusta, Dekalb, Macon, Columbus, Marietta Cobb, Savannah and Albany. In comparing the responses of the Vocational Directors of the urban schools with the rural schools, it appears that the functions with the greatest discrepancy are those of "Fiscal" and "Personnel." It may be noted that of the eight schools chosen with an urban setting, most of these have large enrollments. The Vocational Director at the urban school appears to spend less time on fiscal matters than does the Vocational Director at the rural school. Upon analysis of organizational charts of the urban schools, it can be noted that more business management personnel are present in these than in the rural

schools. In comparing the urban and rural schools, however, the urban Vocational Directors appear to spend less time in fiscal matters and more time in personnel matters than do the Vocational Directors of the rural schools.

In comparing the other 11 functions by way of the rural/urban classification, there is a high degree of similarity. When analyzing the responses of the Vocational Directors in districts that operate with an area school board and those operating with a local school board, the functions that emerge with the highest discrepancy rate are "Personnel" and "Meetings and Committees." The Vocational Directors under an area board spend far less time dealing with personnel than the Vocational Directors of a local board facility. It also appears that the Vocational Directors with an area board spend much more time attending meetings and committees. It must be noted that in the field of fiscal management the mean hours are just slightly higher for the Vocational Directors with an area board. Table 3.2 also compares the Vocational Directors' responses among the various classifications of schools. Vocational Directors at large vocational centers spend slightly less than one-third of their time in "Personnel." "Public Relations" is the second highest demanding function for Directors at the larger center. The Vocational Directors in the medium size schools appear to spend their greatest amount of time in the functions of "Meetings and Committees," "Public Relations" and "fiscal." The Vocational Directors in the Class 3 schools spend most of their time in "Fiscal," "Personnel" and "Meetings and Committees." The conclusion unfolds that as the size of the vocational school decreases, the amount of time the Vocational Director spends on fiscal management increases.

The Vocational Directors in the Junior Colleges indicated that they spend most of their time in the field of "Educational Program," "Meetings and Committees" and "Personnel." The Vocational Director at the Junior College spends much less time in

Table 3.2

ANALYSIS OF FUNCTIONS BY URBAN/RURAL; TYPE OF BOARD;
CLASSIFICATION OF SCHOOLS BY MEAN HOURS

VOCATIONAL DIRECTOR

Function	Urban	Rural	Area Board	Local Board	Class 1	Class 2	Class 3	Class 4	Class 5
A. Board	166	149	155	155	220	160	138	18	55
B. Fiscal	185	317	291	259	154	232	313	159	173
C. Educational Program	202	174	165	193	156	184	190	339	169
D. Students	75	79	60	86	59	85	83	67	102
E. Admissions, Registration and Records	47	35	49	35	14	63	35	147	36
F. Counseling, Advising and Research	80	112	136	84	71	90	112	129	104
G. Financial Aid and Special Programs	15	26	42	12	6	20	26	9	40
H. Personnel	387	246	186	349	504	215	287	287	422
I. Facilities	93	95	80	101	76	122	85	90	270
J. Auxiliary Services	85	82	90	80	104	81	81	123	30
K. Public Relations	222	239	245	227	270	254	214	154	171
L. Meetings and Committees	283	286	341	259	226	334	276	318	268

"Board" functions but more time in the functions of "Admissions, Registration and Records" and "Counseling, Advising and Research." The response of the Vocational Directors at North and South Georgia Tech reveal their leading function to be in "Personnel," "Facilities" and "Meetings and Committees." Apparently because of the larger staffs, Vocational Directors at North and South Georgia Tech, like the directors in the Class 1 vocational centers, spend much more time in "Personnel" than do the other 23 Vocational Directors.

Coordinator of Post-Secondary Instruction

Table 3.3 relates the analysis of functions by actual, desired and discrepancy hours as expressed by the 53 Coordinators of Post-Secondary Education and Assistant Coordinators of Post-Secondary Education. The analysis of the actual mean hours of the Coordinators of Post-Secondary reveals the largest amount of time spent is in three functions; "Educational Program," "Personnel" and "Meetings and Committees." They spend slightly less than one-third of their time involved in Education Programming. In analyzing the minimum and maximum range for this group, the widest are "Educational Program" and "Facilities."

The specific analysis of the tasks that relate to each function for Coordinator of Post-Secondary Instruction is presented in Appendix D. The appendices contain the analysis relating to the percentage of time spent on each of the tasks by Coordinators of Post-Secondary Instruction. Also expressed is the analysis of how each person related their feeling of importance to each specific task performed, as well as whether they felt the task they performed is included as part of their present job description. The N's vary according to the number of people who responded specifically to the importance and inclusion factors. This indepth analyses of each task will be used in writing job descriptions. The information

Table 3.3

ANALYSIS OF FUNCTIONS BY ACTUAL, DESIRED AND DISCREPANCY HOURS
COORDINATOR OF POST-SECONDARY INSTRUCTION

Function	Actual Hours			Desired Hours			Discrepancy Hours		
	Mean	Min.	Max.	Mean	Min.	Max.	Mean	Min.	Max.
A. Board	23	0	120	23	0	120	0	-44	86
B. Fiscal	112	6	608	93	0	691	-19	-320	110
C. Educational Program	579	24	1,463	727	24	1,463	+148	-66	721
D. Students	127	0	450	128	0	495	+1	-185	119
E. Admissions, Registration and Records	101	8	934	73	0	1,000	-28	-204	66
F. Counseling, Advising and Research	130	25	361	103	0	338	-27	-118	26
G. Financial Aid and Special Programs	27	0	246	18	0	200	-9	-80	29
H. Personnel	299	30	856	303	60	856	+4	-150	208
I. Facilities	95	0	1,110	72	0	1,000	-23	-175	62
J. Auxiliary Services	102	0	432	83	0	588	-19	-228	156
K. Public Relations	73	0	526	76	0	676	+3	-163	197
L. Meetings and Committees	172	60	510	141	20	423	-31	-330	107

presented in the appendices can also serve as a norm for comparisons at both the state and local levels.

When the Coordinators of Post-Secondary Education were given the opportunity to express, through a "desired hour system", where they would like to alter their job slightly, they responded by increasing the hours in the function of "Educational Program." This was the only function in which a major change was indicated. Conversely, the reducible areas were relatively similar in the number of hours. Those functions that they would like to decrease slightly were "Meetings and Committees," "Admission, Registration and Records," "Counseling, Advising and Research" and "Auxiliary Services." On a preferential basis, the Coordinators of Post-Secondary Education would like to spend close to forty percent (40%) of their time dealing with educational programs.

Table 3.4 analyzes the responses of the Coordinators of Post-Secondary Education to functions by comparing rural and urban schools, types of boards and classification of schools by enrollment. In studying the comparison of Coordinators of Post-Secondary Education in urban and rural settings, the analysis connotes that each of these Coordinators spend their largest amount of time in the function of "Educational Program" and "Personnel." It appears that Coordinators of the rural schools spend more time in "Educational Program" than their counterparts in the urban schools. However, the Coordinator of Post-Secondary in an urban school spends more time in "Personnel" than does the Coordinator of Post-Secondary in a rural setting. Again, as with the Directors, the Coordinators of Post-Secondary Education of a rural setting spend a great proportion of time in the function of "Personnel." Other functions are relatively similar when comparing the Coordinators of Post-Secondary in an urban setting and in a rural setting.

When analyzing the Coordinators of Post-Secondary who function under an area board and those functioning under a local board, the comparison within the function shows some variance. Again, the two leading functions are "Educational Program" and "Personnel." It appears that the Coordinators with an area board spend relatively more time in the functions of "Educational Program" and "Students," whereas, the Coordinators of Post-Secondary of a local board spend more time in "Personnel," "Fiscal" and "Public Relations." In describing the differences of Coordinators of Post-Secondary Education throughout the classification of schools, it is revealed that in all five classifications of schools the two major functions are "Educational Program" and "Personnel."

The Coordinators at North and South Georgia Tech spend approximately fifty percent (50%) of their time in "Educational Program." The Coordinators of Post-Secondary Education at the Class 1 schools spend a great percentage of their time in the following functions: "Educational Program," "Personnel" and "Public Relations." Coordinators at Class 2 schools spend the majority of their time in the following three leading functions: "Educational Program," "Personnel" and "Auxiliary Services." The Coordinators at Class 3 schools spend the greatest portion of their time in the leading functions of "Educational Program," "Personnel" and "Students." In comparing the Class 1, 2 and 3 school systems the Coordinators make evident, that the larger the school, the less time spent on "Educational Program" and the more time spent on the function of "Personnel." The Coordinators at the Junior Colleges relate a relatively equal amount of time being spent on the functions of "Personnel" and "Educational Program." "Counseling, Advising and Research" was the third most demanding function revealed.

Table 3.4

**ANALYSIS OF FUNCTIONS BY URBAN/RURAL; TYPE OF BOARD;
CLASSIFICATION OF SCHOOLS BY MEAN HOURS**

COORDINATOR OF POST-SECONDARY INSTRUCTION

Function	Urban	Rural	Area Board	Local Board	Class 1	Class 2	Class 3	Class 4	Class 5
A. Board	24	26	25	24	21	25	27	0	19
B. Fiscal	125	108	96	124	108	143	109	35	88
C. Educational Program	903	615	671	522	433	575	658	530	903
D. Students	120	162	213	118	117	106	183	41	48
E. Admissions, Registration and Records	117	93	123	102	114	112	95	137	23
F. Counseling, Advising and Research	140	114	117	132	128	142	119	174	127
G. Financial Aid and Special Programs	38	18	14	33	33	25	28	6	19
H. Personnel	314	266	214	315	377	307	203	556	245
I. Facilities	107	95	74	109	127	75	99	29	52
J. Auxiliary Services	76	129	93	101	57	139	108	101	136
K. Public Relations	88	57	42	84	124	40	53	95	47
L. Meetings and Committees	188	157	158	176	161	147	158	136	133

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Coordinator of Adult Instruction

Table 3.5 sets forth the analysis of the functions by actual, desired and discrepancy hours as related by the 29 Coordinators of Adult Education and Assistant Coordinators of Adult Education. When viewing the actual mean hours, the Coordinator of Adult Education records the highest hours in the functions of "Educational Program," "Personnel," and "Admissions, Registration and Records." Similar to the Coordinator of Post-Secondary, they both indicate that the two primary functions, "Educational Program" and "Personnel," occupy close to fifty percent (50%) of their time. When Coordinators of Adult Education were given the opportunity to rearrange their hours so that their jobs would be more productive, they added the most hours to the category on which they were already spending the highest percentage of their time; that being "Educational Program." The areas in which the Coordinators would like to decrease their time were those of "Admissions, Registration and Records," "Students," "Auxiliary Services" and "Meetings and Committees." The Coordinator of Adult Education related similar views to those of the Vocational Director and Coordinator of Post-Secondary revealing that they would like to decrease the amount of hours spent attending meetings.

The specific analysis of the tasks that relate to each function for Coordinator of Adult Instruction is presented in Appendix D. The appendices contain the analysis relating to the percentage of time spent on each of the tasks by Coordinators of Adult Instruction. Also expressed is the analysis of how each person related their feeling of importance to each specific task performed, as well as whether they felt the task they performed is included as part of their present job description. The N's vary according to the number of people who responded specifically to the importance and inclusion factors. This indepth analyses of each task will be used in writing job descriptions. The information presented in the appendices can also serve as a norm for comparisons at both the state and local levels.

Table 3.5

ANALYSIS OF FUNCTIONS BY ACTUAL, DESIRED AND DISCREPANCY HOURS

COORDINATOR OF ADULT INSTRUCTION

Function	Actual Hours			Desired Hours			Discrepancy Hours		
	Mean	Min.	Max.	Mean	Min.	Max.	Mean	Min.	Max.
A. Board	17	0	62	14	0	60	-3	-52	11
B. Fiscal	114	0	398	118	0	398	+4	-64	155
C. Educational Program	575	69	1,116	708	193	1,326	+133	-3	400
D. Students	145	13	746	121	0	414	-24	-70	132
E. Admissions, Registration and Records	193	16	478	131	5	478	-62	-321	6
F. Counseling, Advising and Research	126	26	351	120	0	351	-6	-112	109
G. Financial Aid and Special Programs	20	0	130	15	0	100	-5	-36	3
H. Personnel	215	0	878	230	0	1,000	+15	-271	400
I. Facilities	65	0	324	54	0	424	-11	-84	100
J. Auxiliary Services	81	1	357	61	0	346	-20	-300	70
K. Public Relations	150	15	499	149	0	360	-1	-216	252
L. Meetings and Committees	139	27	277	119	0	250	-20	-150	0

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Table 3.6 exhibits the analysis of functions by urban and rural settings, types of boards and classifications by full-time day enrollment. The Coordinators of Adult Education in both the urban and rural school districts relate that the functions of "Educational Program" and "Personnel" occupy more of their time than any of the other functions. Both groups show similarities in the amount of time devoted to "Educational Program"; that is, close to thirty percent (30%) of their total time. Functions which do reflect slight differences in actual mean hours of time spent are those of "Students" and "Admissions, Registration and Records." The Coordinator in the urban school spends more time on "Students" than does the rural Coordinator. However, the rural Coordinator devotes more time to "Admissions, Registration and Records" than the urban administrator.

Table 3.6 continues to describe the mean hours of Coordinators of Adult Education in an area board setting and a local board setting. Again, the Coordinators of Adult Education with the area board and local board spend most of their time in the functions of "Educational Program," "Personnel" and "Admissions, Registration and Records." It appears that the Coordinator of Adult Education of a local board spends more time in the functions of "Public Relations," "Students" and "Fiscal" than do the Coordinators of Adult Education of the area board. When analyzing the mean hours of Coordinators of Adult Education as they relate to full-time enrollment, a high degree of similarity in time spent is exhibited in their most time consuming function. This function, "Educational Program," exhibits this basic similarity throughout all five classes of vocational schools.

The Coordinators of Adult Education all spend about the same amount of time in Educational Programming. The Coordinators of Adult Education at North and South Georgia Tech spend approximately twice as much time in their primary function,

Table 3.6

**ANALYSIS OF FUNCTIONS BY URBAN/RURAL; TYPE OF BOARD;
CLASSIFICATION OF SCHOOLS BY MEAN HOURS
COORDINATOR OF ADULT INSTRUCTION**

Function	Urban	Rural	Area Board	Local Board	Class 1	Class 2	Class 3	Class 4	Class 5
A. Board	24	12	18	17	31	22	12	-	3
B. Fiscal	111	122	88	127	83	156	102	-	42
C. Educational Program	553	564	610	542	561	549	565	-	1026
D. Students	199	112	67	176	114	185	136	-	19
E. Admissions, Registration and Records	165	226	198	200	143	181	221	-	16
F. Counseling, Advising and Research	122	136	71	150	150	106	140	-	31
G. Financial Aid and Special Programs	27	15	15	23	5	32	15	-	20
H. Personnel	266	190	299	197	317	244	193	-	0
I. Facilities	62	71	81	62	29	70	73	-	0
J. Auxiliary Services	65	76	88	66	33	101	62	-	357
K. Public Relations	124	167	119	158	141	99	177	-	201
L. Meetings and Committees	122	149	186	122	233	95	144	-	125

3-16

"Educational Program," than do the Coordinators in Class 1, 2 and 3 vocational schools. The Coordinators of Adult Education at North and South Georgia Tech also spend considerable time in the function of "Auxiliary Services." In referring to vocational schools in Classes 1, 2 and 3, Coordinators of Adult Education concur with the Vocational Directors and Coordinators of Post-Secondary when they stipulate that the larger the school the more time the Adult Education Coordinator spends in the function of "Personnel."

Coordinator of Student Personnel Services

Table 3.7 relates the analysis of functions by actual, desired and discrepancy hours for the 59 Coordinators of Student Personnel Services and Assistant Coordinators of Student Personnel Services. This Table exhibits the actual mean hours the Coordinators of Student Personnel Services devote to their four main function areas. The four areas are; "Admissions, Registration and Records," "Counseling, Advising and Research," "Students" and "Financial Aid and Special Programs." When the Coordinators of Student Personnel Services were asked how they would rearrange their hours to more efficiently utilize their time, "Counseling, Advising and Research" emerged as the function to which they would idealistically add additional hours. This discrepancy, although not substantial, should be noted. Conversely, they revealed slight decreases in time spent for "Fiscal" and "Financial Aid and Special Programs" and "Public Relations." Dissimilar to the Directors of Vocational Education, Coordinators of Post-Secondary Education and Coordinators of Adult Education, the Coordinators of Student Personnel Services show very minute discrepancies between the desired hours and the actual hours they spend in performance of their jobs.

Table 3.7

ANALYSIS OF FUNCTIONS BY ACTUAL, DESIRED AND DISCREPANCY HOURS
COORDINATOR OF STUDENT PERSONNEL SERVICES

Function	Actual Hours			Desired Hours			Discrepancy Hours		
	Mean	Min.	Max.	Mean	Min.	Max.	Mean	Min.	Max.
A. Board	10	0	40	9	0	40	-1	-20	10
B. Fiscal	38	0	409	27	0	264	-11	-150	25
C. Educational Program	51	0	630	47	0	680	-4	-87	70
D. Students	232	0	1,200	225	0	1,200	-7	-177	270
E. Admissions, Registration and Records	486	0	1,504	494	0	1,504	+8	-211	285
F. Counseling, Advising and Research	363	0	1,427	386	0	1,427	+23	-90	364
G. Financial Aid and Special Programs	228	0	1,380	218	0	1,380	-10	-460	630
H. Personnel	44	0	490	40	0	550	-4	-54	165
I. Facilities	8	0	120	6	0	120	-2	-30	0
J. Auxiliary Services	8	0	40	7	0	40	-1	-15	10
K. Public Relations	218	0	728	206	0	728	-12	-244	648
L. Meetings and Committees	114	27	490	117	15	1,300	+13	-153	1,170
M. Recreation Director	40	0	120	58	0	173	+18	0	53

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The specific analysis of the tasks that relate to each function for Coordinator of Student Personnel Services is presented in Appendix D. The appendices contain the analysis relating to the percentage of time spent on each of the tasks by Coordinators of Student Personnel Services. Also expressed is the analysis of how each person related their feeling of importance to each specific task performed, as well as whether they felt the task they performed is included as part of their present job description. The N's vary according to the number of people who responded specifically to the importance and inclusion factors. This indepth analyses of each task will be used in writing job descriptions. The information presented in the appendices can also serve as a norm for comparisons at both the state and local levels.

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Table 3.8 relates the analysis of functions of Coordinators of Student Personnel Services in urban and rural schools, types of boards and classification of schools by full-time enrollment. The Coordinators of Student Personnel Services in an urban setting spend the most time in the four functions of "Admissions, Registration and Records," "Counseling, Advising and Research," "Financial Aid and Special Programs" and "Students." The Coordinators of Student Personnel Services in rural settings spent the majority of their time in the first two functions already listed for Coordinators in urban schools. The third most demanding function of the Coordinators of Student Personnel Services in a rural setting is that of "Public Relations." They spend almost twice as much time as the Coordinators in urban schools spend on the same function.

In looking at the differences of a Coordinator of Student Personnel Services from an area board with one from a local board, a high degree of similarity is evident. It must be noted, however, that the Coordinator of Student Personnel

Table 3.8

**ANALYSIS OF FUNCTIONS BY URBAN/RURAL; TYPE OF BOARD;
CLASSIFICATION OF SCHOOLS BY MEAN HOURS**

COORDINATOR OF STUDENT PERSONNEL SERVICES

Function	Urban	Rural	Area Board	Local Board	Class 1	Class 2	Class 3	Class 4	Class 5
A. Board	9	13	14	10	17	5	13	-	6
B. Fiscal	38	45	31	44	72	36	25	-	20
C. Educational Program	86	14	16	65	110	62	18	-	34
D. Students	244	197	207	229	240	265	178	-	291
E. Admissions, Registration and Records	906	579	517	540	422	545	605	-	317
F. Counseling, Advising and Research	351	322	297	350	333	319	347	-	500 3-20
G. Financial Aid and Special Programs	255	223	178	258	190	282	234	-	142
H. Personnel	67	19	19	54	113	25	20	-	28
I. Facilities	4	3	6	3	10	1	3	-	34
J. Auxiliary Services	7	9	14	6	14	2	9	-	10
K. Public Relations	169	320	378	167	150	230	292	-	263
L. Meetings and Committees	104	136	163	114	149	68	96	-	75

Services spends more time with "Financial Aid and Special Programs" than does the Coordinator of Student Personnel Services of an area board. Conversely, the Coordinators of Student Personnel Services of area boards spend a great deal of time in the function of "Public Relations." In analyzing the position of Coordinator of Student Personnel Services in all the school classifications by full-time enrollment, it appears that the smaller the enrollment by school classification, the more time the Coordinator has to spend on the function of "Admissions, Registration and Records." Class 1, 2 and 3 and North and South Georgia Tech Coordinators of Student Personnel Services spend between forty to fifty percent (40% to 50%) of their time in the functions of "Admissions, Registration and Records," and "Counseling, Advising and Research." It appears the Class 1 Coordinators of Student Personnel Services spend the least amount of time in the function of "Public Relations." They do, however, spend a greater amount of time in attending meetings than do the other classes of school settings.

Coordinator of Industrial Training

Table 3.9 relates the analyses of the functions by actual, desired and discrepancy hours as related by the 30 Coordinators of Industrial Training and Assistant Coordinator of Industrial Training. In relating the actual mean hours, the Coordinators of Industrial Training set forth within their job, the leading functions as "Educational Program," "Meetings and Committees," "Personnel" and "Fiscal ."

Given a hypothetical opportunity to rearrange their work schedules to best suit their needs as they relate to the twelve functions, the Coordinators of Industrial Training responded with discrepancies in both the addition and deletion of hours. They would ask for more time to be given to "Educational Program" in which they are already spending thirty percent (30%) of their time. These Coordinators would also increase the hours spent in "Public Relations." The Coordinators of

Table 3.9

ANALYSIS OF FUNCTIONS BY ACTUAL, DESIRED AND DISCREPANCY HOURS
COORDINATOR OF INDUSTRIAL TRAINING

Function	Actual Hours			Desired Hours			Discrepancy Hours		
	Mean	Min.	Max.	Mean	Min.	Max.	Mean	Min.	Max.
A. Board	32	0	346	30	0	346	-2	-50	9
B. Fiscal	141	50	289	118	20	265	-23	-243	20
C. Educational Program	676	73	1,265	745	73	1,382	+69	-243	557
D. Students	97	15	368	101	20	368	+4	-90	110
E. Admissions, Registration and Records	129	18	512	110	10	490	-19	-215	59
F. Counseling, Advising and Research	97	0	222	99	0	250	+2	-78	148
G. Financial Aid and Special Programs	59	0	475	34	0	475	-25	-176	0
H. Personnel	172	14	510	179	16	590	+7	-108	126
I. Facilities	66	9	272	69	9	521	+3	-80	249
J. Auxiliary Services	76	0	367	66	0	324	-10	-80	24
K. Public Relations	116	19	398	141	10	460	+25	-50	265
L. Meetings and Committees	179	19	433	148	19	433	-31	-246	44

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Industrial Training would decrease the time they spend in the functions of "Meetings and Committees," "Fiscal" and "Admissions, Registration and Records."

The specific analysis of the tasks that relate to each function for Coordinator of Industrial Training is presented in Appendix D. The appendices contain the analysis relating to the percentage of time spent on each of the tasks by the Coordinators of Industrial Training. Also expressed is the analysis of how each person related their feeling of importance to each specific task performed, as well as whether they felt the task they performed is included as part of their present job description. The N's vary according to the number of people who responded specifically to the importance and inclusion factors. This indepth analyses of each task will be used in writing job descriptions. The information presented in the appendices can also serve as a norm for comparisons at both the state and local levels.

Table 3.10 analyzes the functions of the Coordinator of Industrial Training by urban and rural setting, type of board and classifications of schools by full-time enrollments. Coordinators of Industrial Training in the urban setting spend the majority of their time in the functions of "Educational Program" "Personnel" and "Meetings and Committees." Similarly, Coordinators of Industrial Training in rural settings register these same three functions as being in the highest mean hours. When analyzing the Coordinators of Industrial Training who are employed by an area board and those employed by a local board, there is a high degree of similarity which runs through all twelve functions. Table 3.10 also relates the analyses of the mean hours of the Coordinator of Industrial Training by different school classifications. Class 1, 2 and 3 registers their highest number of mean hours in the function of "Educational Program." Again, it appears that the Class 2 and Class 3 schools devote much more of their time to the function "Educational Program" than does the Class 1 school.

Table 3.10

ANALYSIS OF FUNCTIONS BY URBAN/RURAL; TYPE OF BOARD;
CLASSIFICATION OF SCHOOLS BY MEAN HOURS

COORDINATOR OF INDUSTRIAL TRAINING

Function	Urban	Rural	Area Board	Local Board	Class 1	Class 2	Class 3	Class 4	Class 5
A. Board	19	23	27	19	21	21	22	346	8
B. Fiscal	134	156	141	147	136	146	149	82	87
C. Educational Program	598	779	666	707	483	795	733	332	490
D. Students	121	77	86	106	126	114	83	51	70
E. Admissions, Registration and Records	122	112	104	122	86	145	116	84	512
F. Counseling, Advising and Research	108	82	104	91	111	123	75	87	185
G. Financial Aid and Special Programs	70	58	58	66	162	50	49	5	0 3-24
H. Personnel	240	121	141	191	291	128	153	105	120
I. Facilities	67	70	87	61	96	49	68	34	30
J. Auxiliary Services	58	92	116	60	66	44	95	82	82
K. Public Relations	132	94	111	112	66	98	113	199	170
L. Meetings and Committees	171	176	199	158	196	127	180	433	86

The responses of the Coordinator of Industrial Training in the Junior College setting was effectually different than those of the other four classes. Coordinators of Industrial Training spend the majority of their time in functions of "Meetings and Committees," "Educational Program" and "Board." These functions are not those set forth by the other four school classes. The Coordinators of Industrial Training at North and South Georgia Tech register their highest function in "Admissions, Registrations and Records" followed most closely by the function, "Educational Program." Coordinators of Industrial Training at these schools spend a minimal amount of time in "Meetings and Committees."

Coordinator of Job Placement and Follow-up

Table 3.11 relates the analysis of functions by actual, desired and discrepancy hours for 29 Placement Coordinators. The actual mean hours for Placement Coordinators reveals the most time consuming function to be "Counseling, Advising and Research." The Placement Coordinators relate this function with a high degree of specialty to which they give more than fifty-five percent (55%) of their time. The Placement Coordinator does of course, spend time in the other eleven functions. "Financial Aid and Special Programs" gets some attention but the time devoted to most of the other ten functions is minimal. When Placement Coordinators were given the opportunity to increase or decrease hours in any function to restructure their jobs, the major discrepancy expressed was the need for even more hours in the function "Counseling, Advising and Research." They would also increase the number of hours spent on "Financial Aid and Special Programs." The Placement Coordinator discrepancy hours that could be reduced were in such functions as "Admissions, Registration and Records," "Auxiliary Services," and "Meetings and Committees." As with other administrators, there was a tendency to decrease the function of attending meetings.

Table 3.11

ANALYSIS OF FUNCTIONS BY ACTUAL, DESIRED AND DISCREPANCY HOURS
COORDINATOR OF JOB PLACEMENT AND FOLLOW-UP

Function	Actual Hours			Desired Hours			Discrepancy Hours		
	Mean	Min.	Max.	Mean	Min.	Max.	Mean	Min.	Max.
A. Board	11	0	55	10	0	55	-1	-12	2
B. Fiscal	18	0	105	18	0	105	0	-17	0
C. Educational Program	31	0	220	29	0	220	-2	-80	92
D. Students	101	0	460	90	0	460	-11	-200	71
E. Admissions, Registration and Records	105	0	506	70	0	406	-35	-300	0
F. Counseling, Advising and Research	1,015	0	1,684	1,105	0	1,684	+90	-238	480
G. Financial Aid and Special Programs	187	0	1,645	201	0	1,840	+14	-151	690
H. Personnel	65	0	230	56	0	200	-9	-150	54
I. Facilities	4	0	31	4	0	31	0	-4	0
J. Auxiliary Services	34	0	690	3	0	20	-31	-690	0
K. Public Relations	139	0	1,065	151	0	1,165	+12	-204	230
L. Meetings and Committees	130	0	552	103	0	552	-27	-159	41

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The specific analysis of the tasks that relate to each function for Coordinator of Job Placement and Follow-up is presented in Appendix D. The appendices contain the analysis relating to the percentage of time spent on each of the tasks by the Coordinators of Job Placement and Follow-up. Also expressed is the analysis of how each person related their feeling of importance to each specific task performed, as well as whether they felt the task they performed is included as part of their present job description. The N's vary according to the number of people who responded specifically to the importance and inclusion factors. This indepth analyses of each task will be used in writing job descriptions. The information presented in the appendices can also serve as a norm for comparisons at both the state and local levels.

Table 3.12 unfolds the analysis of the functions of the Placement Coordinators by urban and rural settings, type of boards and classification of schools. Placement Coordinators in the urban setting spend the majority of their time in the function "Counseling, Advising and Research" followed by "Financial Aid and Special Programs." The Placement Coordinators in a rural setting spend the majority of their time in the function "Counseling, Advising and Research" but unlike the Placement Coordinators in urban settings, they register "Public Relations" as the second highest function. Most of the functions between urban and rural Coordinators have a high degree of similarity except the functions of "Financial Aid and Special Programs," "Auxiliary Services" and "Public Relations."

Table 3.12 continues to analyze the Placement Coordinators position in an area board setting as well as a local board setting. Both the Coordinators in the area board and local board register close to sixty percent (60%) of their time in "Financial Aid and Special Programs." The areas with some incomparable

Table 3.12

**ANALYSIS OF FUNCTIONS BY URBAN/RURAL; TYPE OF BOARD;
CLASSIFICATION OF SCHOOLS BY MEAN HOURS**

COORDINATOR OF JOB PLACEMENT AND FOLLOW-UP

Function	Urban	Rural	Area Board	Local Board	Class 1	Class 2	Class 3	Class 4	Class 5
A. Board	7	15	14	11	10	7	14	-	0
B. Fiscal	20	17	2	26	40	21	13	-	0
C. Educational Program	19	42	29	34	40	2	44	-	0
D. Students	62	60	69	123	103	81	102	-	0
E. Admissions, Registration and Records	78	125	111	104	112	60	130	-	92
F. Counseling, Advising and Research	910	1023	982	1017	953	903	1003	-	1288
G. Financial Aid and Special Programs	383	78	107	238	268	416	79	-	0
H. Personnel	69	68	96	58	166	12	68	-	0
I. Facilities	3	5	8	2	-	-	6	-	0
J. Auxiliary Services	103	4	8	48	14	115	5	-	0
K. Public Relations	74	216	306	60	59	75	228	-	354
L. Meetings and Committees	112	187	108	119	75	148	148	-	1066

3-28

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time structures are in the functions of "Financial Aid and Special Programs" and "Public Relations." The Placement Coordinators of area boards spend a great deal of time in "Public Relations" while Placement Coordinators in a local board spend very little time in this function. When analyzing the Placement Coordinators of the different classes of schools according to full-time enrollment, all four classes indicate they spend between sixty and seventy percent (60% and 70%) of their time in the function "Counseling, Advising and Research." North and South Georgia Tech appears to spend the highest amount of time in that function. North and South Georgia Tech along with the Class 3 schools indicate that they spend one-fifth of their time in "Public Relations." The function with the greatest dissimilarity among the Placement Coordinators was "Financial Aid and Special Programs."

Coordinator of Special Needs

Table 3.13 reveals the analysis of functions by actual, desired and discrepancy hours for the position of Coordinator of Special Needs. Although Coordinator of Special Needs is not a state-funded position, nine individuals identified with this title. By way of actual mean hours, the Table reveals that the Coordinator of Special Needs devotes the largest amount of time to the following functions; "Students," "Educational Programs," "Counseling, Advising and Research" and "Public Relations."

When the Coordinators of Special Needs were asked to rearrange their time in order to make their jobs more desirable and functional, these administrators disclosed a discrepancy which indicates the need for additional amounts of time to be channeled to the functions of "Students," "Counseling, Advising and Research" and "Admissions, Registration and Records." Special Needs Coordinators registered an

Table 3.13

ANALYSIS OF FUNCTIONS BY ACTUAL, DESIRED AND DISCREPANCY HOURS
COORDINATOR OF SPECIAL NEEDS

Function	Actual Hours			Desired Hours			Discrepancy Hours		
	Mean	Min.	Max.	Mean	Min.	Max.	Mean	Min.	Max.
A. Board	9	0	50	9	0	50	0	0	0
B. Fiscal	42	0	149	36	0	149	-6	0	0
C. Educational Program	300	0	925	306	8	920	+6	-32	50
D. Students	547	240	952	594	300	1,165	+47	-60	257
E. Admissions, Registration and Records	147	38	346	161	38	370	+14	0	100
F. Counseling, Advising and Research	203	56	528	225	56	528	+22	0	97
G. Financial Aid and Special Programs	35	0	154	31	0	154	-4	0	0
H. Personnel	95	0	312	99	0	287	+4	-25	16
I. Facilities	84	0	300	54	0	290	-30	-275	55
J. Auxiliary Services	48	0	239	50	0	239	+2	0	0
K. Public Relations	183	4	468	181	5	504	-2	-70	100
L. Meetings and Committees	147	80	272	94	22	272	-53	-100	0

3-30

inclination to decrease the number of hours spent on "Meetings and Committees" and "Facilities." Again, like most other administrators, there was a strong tendency to decrease the amount of time spent in attending meetings.

The specific analysis of the tasks that relate to each function for Coordinator of Special Needs is presented in Appendix D. The appendices contain the analysis relating to the percentage of time spent on each of the tasks by Coordinator of Special Needs. Also expressed is the analysis of how each person related their feeling of importance to each specific task performed, as well as whether they felt the task they performed is included as part of their present job description. The N's vary according to the number of people who responded specifically to the importance and inclusion factors.

This indepth analyses of each task will be used in writing job descriptions. The information presented in the appendices can also serve as a norm for comparisons at both the state and local levels.

Table 3.14 reveals the analysis of the functions of the Coordinator of Special Needs by urban and rural settings, types of board and classification of schools by full-time enrollment. Since there are no hours recorded in Class 1 schools, these Coordinators of Special Needs apparently identified themselves in another administrative category.

Coordinators of Special Needs in urban settings spend over fifty percent (50%) of their time in the function "Educational Program." "Students," as a function, demands one-fourth of their time with an appreciable amount of time spent on "Counseling, Advising and Research." By comparison, the demand of functions of Coordinators of Special Needs in rural settings differ from those of their counterparts in urban settings. In rural settings, Coordinators apportion their time

Table 3.14

ANALYSIS OF FUNCTIONS BY URBAN/RURAL; TYPE OF BOARD;
CLASSIFICATION OF SCHOOLS BY MEAN HOURS

COORDINATOR OF SPECIAL NEEDS

Function	Urban	Rural	Area Board	Local Board	Class 1	Class 2	Class 3	Class 4	Class 5
A. Board	0	10	5	11	-	2	13	-	-
B. Fiscal	10	46	18	56	-	65	28	-	-
C. Educational Program	925	210	110	413	-	499	180	-	-
D. Students	460	565	573	534	-	422	638	-	-
E. Admissions, Registration and Records	91	154	115	164	-	159	142	-	-
F. Counseling, Advising and Research	179	207	291	150	-	272	162	-	3-32
G. Financial Aid and Special Programs	0	41	65	18	-	3	55	-	-
H. Personnel	76	98	134	72	-	191	38	-	-
I. Facilities	10	95	30	117	-	36	113	-	-
J. Auxiliary Services	5	53	31	57	-	24	60	-	-
K. Public Relations	4	206	294	128	-	40	255	-	-
L. Meetings and Committees	80	155	174	120	-	127	156	-	-

among more functions than their counterparts in urban settings. The major functions in which the Coordinators allot their time are as follows; "Students," "Educational Program," "Counseling, Advising and Research" and "Public Relations."

The Table 3.14 also displays the differences expressed by the Coordinators of Special Needs functioning with area boards and those functioning with local boards.

The functions that show the greatest discrepancies are "Educational Program," "Counseling, Advising and Research" and "Public Relations."

Other

Table 3.15 relates the analysis of functions by actual, desired and discrepancy hours for all 18 other administrators (Special Staff Person, Administrative Service Manager II, Financial Aid Officer, CETA Coordinator, Media Specialist, Recreation Director, etc.). This is really a composite of many types of supervisory people who were not as delineated as the previous seven groups. Upon analysis of their actual mean hours, this group registered their most demanding functions as; "Fiscal," "Auxiliary Services," "Educational Program." Although this group is recognized as being a composite of many types of supervisory personnel, they indicated a secondary preference to decrease time spent in "Fiscal" and "Facilities." It must be noted that the area that this group was primarily interested in decreasing was "Meetings and Committees."

Table 3.16 relates the analysis of functions of all other types of administrators who were not part of the seven previously reported by urban and rural setting, type of board and classification of school by full-time employment. It is impossible to do any specific analysis of these various positions in these different settings, other than to identify the fact that these administrators spend varying actual mean hours in all of the twelve functions.

Table 3.15

ANALYSIS OF FUNCTIONS BY ACTUAL, DESIRED AND DISCREPANCY HOURS

OTHER ADMINISTRATORS AND SUPERVISORS

Function	Actual Hours			Desired Hours			Discrepancy Hours		
	Mean	Min.	Max.	Mean	Min.	Max.	Mean	Min.	Max.
A. Board	9	0	78	9	0	75	0	-13	0
B. Fiscal	315	0	1268	368	0	1338	+53	-100	700
C. Educational Program	251	0	1150	270	0	1100	+19	-105	180
D. Students	51	0	128	65	0	196	+14	-4	100
E. Admissions, Registration and Records	73	0	324	72	0	324	-1	-100	9
F. Counseling, Advising and Research	74	0	336	88	0	336	+14	-77	130 3-34
G. Financial Aid and Special Programs	170	0	944	134	0	400	-36	-544	100
H. Personnel	107	0	276	108	0	276	+1	0	35
I. Facilities	84	0	318	106	0	618	+22	-16	300
J. Auxiliary Services	318	0	1104	305	3	1506	-13	-700	560
K. Public Relations	193	0	1666	173	0	1666	-20	-100	100
L. Meetings and Committees	195	24	601	142	24	601	-53	-70	204

Table 3.16

ANALYSIS OF FUNCTIONS BY URBAN/RURAL; TYPE OF BOARD;
CLASSIFICATION OF SCHOOLS BY MEAN HOURS

OTHER ADMINISTRATORS AND SUPERVISORS

Function	Urban	Rural	Area Board	Local Board	Class 1	Class 2	Class 3	Class 4	Class 5
A. Board	29	2	3	19	27	0	5	-	3
B. Fiscal	470	165	147	407	470	200	105	-	470
C. Educational Program	133	455	493	186	133	411	528	-	21
D. Students	30	41	54	38	30	67	32	-	69
E. Admissions, Registration and Records	56	80	85	59	56	119	16	-	173
F. Counseling, Advising and Research	35	129	132	57	35	172	59	-	22
G. Financial Aid and Special Programs	118	257	304	117	118	126	475	-	37
H. Personnel	85	140	123	111	85	149	126	-	74
I. Facilities	140	48	23	135	140	70	11	-	75
J. Auxiliary Services	347	100	83	298	347	85	125	-	799
K. Public Relations	317	173	192	267	280	178	164	-	49
L. Meetings and Committees	80	250	201	146	119	263	194	-	48

Identification of Tasks Needing Additional Help

When the 260 Administrative Supervisory personnel had completed the administrative task survey instrument, they were asked to prioritize, from the tasks they perform, five specific tasks they need additional help in performing. Of the 260 respondents who indicated a top priority, 78 various answers were registered. This is indicative of the wide range of tasks performed by the administrative and supervisory personnel reporting a first choice. The following Table 3.17 is a rank and frequency distribution of their first choice.

Table 3.17

PRIORITY RANKING OF TASKS NEEDING ADDITIONAL HELP

RANK	FREQUENCY	FIRST CHOICE
		ADMINISTRATIVE TASK
1	26	Answered no first choice
2	18	Supervise/coordinate regular instructional programs
3.5	11	Develop/coordinate special/evening/short-term educational programs
3.5	11	Explain/assist students in filing for financial aid
6	10	Prepare annual institutional budget
6	10	Evaluate/develop curricular programs
6	10	Provide job placement services
8	8	Interview prospective students
9	7	Keep community informed of school activities
10	6	Receive/process student admissions application

Of the above responses, four were in the broad base function of "Education Program"; two in "Admissions, Registration and Records"; one in "Fiscal"; one in "Counseling, Advising and Research"; one in "Personnel"; and one in "Public Relations."

The respondents second choice responses resulted in 84 various answers. The following Table is a rank and frequency distribution of their second choice.

Table 3.18
PRIORITY RANKING OF TASKS NEEDING ADDITIONAL HELP

RANK	FREQUENCY	SECOND CHOICE
		ADMINISTRATIVE TASK
1	28	Answered no second choice
2	10	Schedule/supervise/evaluate employees
3.5	8	Evaluate/develop curricular programs
3.5	8	Collect/report information on completions and/or placements
6.5	7	Register students
6.5	7	Counsel students with personal/financial/discipline problems
6.5	7	Collect/report student follow-up data
6.5	7	Work with business and industry on student placement
9.5	6	Monitor institutional budget expenditures
9.5	6	Interview prospective students

Of the above responses, four were in the broad base function of "Counseling, Advising and Research"; two in "Admissions, Registration and Records"; one in "Finance"; one in "Educational Programs"; and one in "Personnel."

The third choice responses produced 92 various answers as reported by the respondents. Again, this is indicative of the wide range of needs that each of the administrators chose. Table 3.19 gives rank and frequency distribution for the third choice.

Table 3.19
PRIORITY RANKING OF TASKS NEEDING ADDITIONAL HELP

THIRD CHOICE		
RANK	FREQUENCY	ADMINISTRATIVE TASK
1	29	Answered no third choice
2	11	Evaluate/develop curricular programs
3	8	Provide career counseling
4	7	Work with business and industry on student placement
7	6	Develop/coordinate special/evening/short-term educational programs
7	6	Supervise/coordinate regular instructional programs
7	6	Receive/process student admissions applications
7	6	Register students
7	6	Counsel students with personal/financial/discipline problems

Of the above responses, three were in the broad base function of "Counseling, Advising and Research"; three in "Educational Programs"; and two in "Admissions, Registration and Records."

Two hundred sixty (260) respondents recorded 87 various answers as to which one was their fourth choice of where they could use some additional help.

Table 3.20 is a rank and frequency distribution of their fourth choice.

Table 3.20

PRIORITY RANKING OF TASKS NEEDING ADDITIONAL HELP

FOURTH CHOICE		
RANK	FREQUENCY	ADMINISTRATIVE TASK
1	38	Answered no fourth choice
2	9	Counsel students with personal/financial discipline problems
3	8	Explain/assist students in filing for financial aid (BEOG, Work Study, Voc. Rehab., V.A., etc.)
5	7	Meet with students about problems
5	7	Work with business and industry on student placement
5	7	Prepare/submit required state and federal reports
8.5	6	Evaluate/develop curricular programs
8.5	6	Collect/report information on completions and/or placements
8.5	6	Collect/report student follow-up data
8.5	6	Provide for maintenance on buildings and equipment

Of the above responses, four are in the broad base function of "Counseling, Advising and Research"; one in "Admissions, Registration and Records"; one in "Students"; one in "Educational Programs"; one in "Financial Aid and Special Programs"; and one in "Facilities."

The respondents identified 96 various tasks in reference to their fifth choice of where they could use some additional help. Table 3.21 gives a rank and frequency distribution of their fifth choice.

Table 3.21

PRIORITY RANKING OF TASKS NEEDING ADDITIONAL HELP

FIFTH CHOICE		
RANK	FREQUENCY	ADMINISTRATIVE TASK
1	45	Answered no fifth choice
2	8	Schedule/supervise/evaluate employees
3	7	Provide career counseling
4.5	6	Prepare proposals/reports to apply for funding - Local/State/Federal/Special
4.5	6	Keep community informed of school activities
6.5	5	Explain/assist students in filing for financial aid (BEOG, Work Study, Voc. Rehab., V.A., etc.)
6.5	12	Serve as a staff resource person

Of the above responses, two were in the broad base function of "Personnel"; one in "Finance"; one in "Public Relations"; one in "Financial Aid and Special Programs"; and one in "Counseling, Advising and Research."

Thus, in concluding the analysis of the five choices the 260 respondents identified as tasks they could use additional help in performing, the greatest number of tasks reported were within the broad based function of "Counseling, Advising and Research." The second largest number of tasks reported were within the function of "Educational Programs" followed by "Admissions, Registration and Records." Of the 12 functions comprising the administrative survey instrument, these three surface as the areas the professional staff found most desirous of having additional help in performing.

Analysis of Administrators' Interviews

After the 260 administrators had completed the analysis of their job functions and tasks, they were given the opportunity to respond to a set of questions designed to explore better staffing ideas to improve the operation of their schools.

The responses obtained from the interviews with the administrators have been analyzed according to the five classifications of schools. The first question asked, "If you had the opportunity to increase one staff member, what tasks would you have this person do?" The "Business Management" category registered the largest number of responses from the Class 1 schools. The response in this category is further magnified when one incorporates the responses from the related areas of "Accounting, Cashier, and Inventory Control." The second highest response was in the category of "Job Placement/Follow-up and Contacts with Business/Industry." "Financial Aid, Counseling, and Research and Development" were viewed by the administrators as the next most critical areas of need.

A word of explanation is needed to further analyze this data. It will be noted that the actual number of respondents is not indicated in terms of "N's," as in many of the other tables. Since each respondent was free to indicate as many tasks as necessary, the responses may exceed the actual number of administrators responding. The subscript numbers in parenthesis are used to further delineate and refine the nature of the task cited. (See Table 3.22)

Administrators in the Class 2 schools indicated that tasks performed by a "Business Manager/Assistant Director" would be most helpful. The category of "Instructional Supervisor/Coordinator" received the second highest number of

responses, followed by "Public Relations," "Assistant Coordinator of Adult Program," and "Clerical and Special Services Counselor." (See Table 3.23)

In the Class 3 schools, "Business Manager" was again the leading response, with "Public Relations" emerging as the second highest response. "SPS/Counselor" was rated as the third highest response, followed by an almost equal number of responses for the three categories of "Short-Term/Quick-Start/Off-Campus Coordinator," "Supervisor/Coordinator of Instruction," and "Secretary/Clerk." (See Table 3.24)

Administrators in the Class 4 schools, Junior Colleges rated "Placement and Follow-up" as the primary area in which they might wish to increase their staff. A staff member who would "Collect/Report Student Data" was reported as the second most important desire. The remaining responses to this first question by the Class 4 schools was scattered among several categories with no clear-cut pattern emerging. (See Table 3.25)

In the state-operated, Class 5 schools, "Purchasing" personnel were indicated as the leading response. The second highest response was "Bookstore Operation," while the third highest response was to "Monitor Fiscal Activities." A closer look at these three leading responses reveals how interrelated these responses are in terms of the fiscal nature of the tasks normally performed by such staff members. (See Table 3.26)

The second question in the administrators' interview asked, "If events indicated need for a decrease of one staff member, what task(s) do you feel could be cut?" The vast majority of administrators in the Class 1 schools responded "None" when asked this question. Further analysis of individual responses reveals that most

administrators would be reluctant to decrease staff based on the sincere belief that the quality of their services to students would be seriously curtailed if staff numbers were decreased. (See Table 3.22)

Two categories, "None" and "SPS Assistant Coordinator," received an equal number of responses from administrators in the Class 2 schools. As with the leading responses, the second highest response consists of an equal number of responses in two categories, namely, "No Response" and "Clerical." The "No Response" category may be another indication of the general hesitancy on the part of all administrators interviewed to recommend any staffing cuts. Other staffing recommendations surfacing in the responses to this question include "Combine Duties As Necessary," "Financial Aid/Special Programs," "One Off-Campus Coordinator" and "Teacher Aide." (See Table 3.23) As in the Class 1 schools, the leading response of the Class 3 school administrators to the question concerning a decrease of one staff member was "None." The second highest response, "No Tasks Cut: Combine Responsibilities and Reduce" suggested a desire to redistribute job responsibilities and tasks in the face of any staffing cuts which might become necessary at some future time. The third highest response was in the category of "No Response," followed by "Records/Reports," "Attendance At State/Regional Meetings" and "Recruitment/Public Relations." (See Table 3.24)

When this question concerning staff reductions was posed to the Class 4 school administrators in the Junior Colleges, all but one respondent indicated "None/ Cannot Decrease." The other respondent suggested "Reduce Number of Reports" in order to eliminate some tasks. (See Table 3.25)

The Class 5 school administrators offered "Central Media Services" as the most expendable tasks. "Coaching/Recreation" and "Administration of CETA, Special

Programs" were the second and third highest responses from the Class 5 school administrators. Of the twenty administrators responding from this school classification, two administrators gave no response. (See Table 3.26)

The third question in the administrators' interview asked, "In reference to other school personnel, at this particular time, where do you feel you could use additional Personnel?" The leading response of the administrators in the Class 1 schools was for additional "Secretarial" personnel, followed closely by increased "Clerical" staff. The third category of possible staff increases was in the area of "Accounting" personnel for the Class 1 schools. Administrators in the Class 2 schools, like their counterparts in the Class 1 schools, rated "Secretarial" personnel as their primary need, followed by "Clerical" and "Accounting" personnel needs. However, these Class 2 school administrators considered "Teacher Aides" and "Accounting" personnel to be equally important staffing needs. The categories of "Maintenance," "Custodial" and "Security" personnel followed in order of importance. If one combines the responses in the "Custodial" and "Maintenance" categories, the need expressed equals the need for "Clerical" personnel in the Class 2 schools.

Administrators in the Class 3 schools also listed "Secretarial" personnel as their primary need, followed by the need for "Clerical" personnel. The third highest response of Class 3 school administrators is in the closely allied category of "Secretarial/Clerical/Accounting" staff members. The next most important need for Class 3 schools is expressed in the area of "Teacher Aide" personnel, followed by a desire for "Maintenance," "Custodial/Maintenance/Security" and "Media Specialist/Community Relations."

The Junior College administrators in the Class 4 schools do not share the views of the Class 1, 2 and 3 school administrators regarding the need for secretarial

personnel. Instead, the Junior College administrators see their greatest need as "Teacher Aide," with "Placement and Follow-Up" and "Clerical" personnel revealed as their next greatest need.

Administrators in the Class 5 state-operated schools (North and South Georgia Tech) also rate "Secretarial" personnel as their primary need. Thus, only the Junior Colleges do not consider the "Secretarial" need as the most critical. Beyond this perceived need for "Secretarial" personnel, the administrators in the state-operated schools consider the categories of "Accounting" and "Maintenance" as areas of possible need.

The next question asked the administrators, "At this particular time, where do you feel you may be overstaffed?" Although asked to circle one of seven possible areas of overstaffing, the overwhelming response of the Class 1 administrators to this question was contained in the "Other" classification in which the administrators responded "None." In the Class 2 schools with a full-time day enrollment ranging from 1,000 to 1,999 students, the administrators considered the category of "Teacher Aide" as possibly the most overstaffed position, followed closely by "Custodian." The third highest response to the possible overstaffing question was "None." Positions with "Security" and "Clerical" responsibilities ranked fourth and fifth in the responses of the Class 2 school administrators. This group of administrators also made a special distinction between overstaffing and under-utilization of "Clerical/Secretarial" personnel. It was suggested that perhaps the schools are not always utilizing present secretarial and clerical personnel as efficiently as possible. One respondent also recommended reassignment of secretarial/clerical personnel from day session to evening school responsibilities.

In the Class 3 schools, the majority of administrators interviewed responded "None" when queried about possible overstaffing. Despite the fact that the majority felt that overstaffing was not a problem, twenty-one respondents did concede that overstaffing might possibly exist in some areas. The category of "Custodial" personnel was identified as the leading response in terms of overstaffing, followed by the category of "Teacher Aide." Seven respondents in the Class 3 schools chose not to answer this question.

The majority of administrators interviewed in the Junior Colleges felt they were "Not Overstaffed." Two administrators, however, did indicate that if there was an overstaffing problem it was in the "Secretarial" area. In the Class 5 schools, the leading response was "No Response." This response might be interpreted in two ways. First, this response may reflect some underlying fear on the part of these administrators that if they cite specific job categories, they may lose these people. Second, it may be an indication that they are functioning with minimal staff and really cannot afford staff reductions. The second highest response from the administrators in the state-operated schools identified the "Clerical/Secretarial" and "Custodial" staffs as under-utilized. Here, the administrators seem to suggest that some reorganization, redirection and reassignment may be necessary to maximize staff utilization in these two job classifications.

Question 5 in this interview asked, "In reference to the new long range plan, how do you see future events affecting your school in reference to staffing?" In the Class 1 schools, the highest response to this question is in the "Loss of Students, Staff and Funding" category. Administrators in the larger Class 1 schools seem to feel that the opening of additional vocational-technical schools

may decrease their enrollment and result in a loss of qualified instructors. The second highest response in reference to the effects of the new long range plan is "No Response," followed by those Class 1 school administrators who stated that they were "Not Familiar with Plan," or that the plan was "Not Applicable" to their situation.

Administrators in the Class 2 schools believe that the long range plan "Created Instructors But No Additional Support Staff." Although this was the largest single response, if one combines the "Not Familiar" and "Don't Know" categories, these two responses constitute the highest response, outnumbering the "Created Instructors But No Additional Support Staff" category. The third highest response, "Expansion Would Require Staffing Increases," was accompanied by numerous recommendations in specific job classifications, with the need for addition of a Business Manager the most common response. It was also noted that the industrial development envisioned in the long range plan will necessitate curriculum revision.

In the Class 3 schools, the leading response to the long range plan question was "Staff Increase Needed But Not Provided," in terms of both instructional and support staff. The second highest response was from those administrators who stated that they were "Not Familiar With Plan." This category might be combined with the "Uncertain" respondents for a total which would equal the highest response. In addition, fourteen administrators chose to offer "No Response" on the possible impact of the new long range plan. As in the Class 1 schools, some administrators in the Class 3 schools also felt that the long range plan was "Not Applicable" to their situation.

All of the respondents from the Junior Colleges considered the effects of the long range plan as "Not Applicable," due to the fact that they had not been included in the study. The category, "No Response" led the way in tabulating the data from the Class 5, state-operated schools. The second highest response addressed the need for "Additional Staff" due to a variety of reasons, such as increased enrollment, technological updating, and continuing education programs.

Table 3.22

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
Class 1 Schools
(2,000 Plus Students/Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONSES			Total Responses
	Class 1 Schools			
	Atlanta	Augusta	Dekalb	
1. INCREASE ONE STAFF MEMBER: TASKS				
Deaf Education Program: develop; coordinate; inservice; assist teachers; serve as resource person	1	-	-	1
Assist with program coordination	-	-	1	1
Develop preservice/inservice programs	-	-	1	1
Financial Aid:	2	6	1	9
processing	-	(2)	-	(2)
prepare reports	(2)	(3)	-	(5)
counseling	(1)	(2)	-	(3)
Job placement/follow-up contacts with business/industry	5 (1)	1 -	5 -	11 (1)
Public relations	-	2	2	4
Community relations	-	-	1	1
Off-campus recruiter:	1	-	2	3
visitor reception	(1)	-	-	(1)
respond to information requests	(2)	-	-	(2)
Accounting	-	-	1	1
Cashier	-	-	1	1
Research and Development	4	-	3	7
write proposals	(3)	-	-	(3)
evaluation	(1)	-	-	(1)
Business management	7	6	5	18
Inventory control	1	-	-	1
Systems analysis, computer programming	1	-	1	2

Table 3.22 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
 Class 1 Schools
 (2,000 Plus Students/Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONSES			Total Responses
	Class 1 Schools			
	Atlanta	Augusta	Dekalb	
Counseling:	2	3	3	8
admissions	-	-	(3)	(3)
personnel	(1)	-	(2)	(3)
academic	(1)	-	-	(1)
career	(1)	-	(1)	(2)
interviewing	(1)	-	-	(1)
student activities	(1)	-	-	(1)
short term	-	(1)	(1)	(2)
Curriculum coordination/ improvement:	1	4	-	5
business-industry liaison	(1)	(2)	(1)	(4)
develop instructional materials	-	(1)	-	(1)
program evaluation	-	(1)	-	(1)
Custodial/grounds supervision	-	1	-	1
Media development/management	-	5	-	5
Assist school director	-	1	1	2
Instructional supervision:	-	1	1	2
develop, coordinate, evaluate	-	(1)	-	(1)
Evening short-term support staff	-	1	-	1
Building Coordinator (evening)	-	-	1	1
Secretarial	-	-	1	1
Articulation	-	-	1	1
Answer telephone/ personal inquiries	-	-	1	1
None	1	-	-	1
2. DECREASE ONE STAFF MEMBER: TASKS CUT				
Student support services	-	2	1	3

Table 3.22 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
Class 1 Schools
(2,000 Plus Students/Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONSES			Total Responses
	Class 1 Schools			
	Atlanta	Augusta	Dekalb	
Job placement assistance	-	-	1	1
VA services/file maintenance/reports	-	-	4	4
Telephone operator/receptionist	1	1	-	2
Tours of secondary/elementary schools	2	-	-	2
Reallocation of public relations tasks	3	-	-	3
Clerical (rerouting tasks)	1	-	-	1
Reallocation of tasks	2	-	-	2
Instructional supervision	1	-	1	2
PROBE	1	-	-	1
Curriculum development	3	-	-	3
Curriculum and records administration	-	-	1	1
Individual admissions interviews	2	-	-	2
Student purchasing	1	-	-	1
Duplicate equipment/material ordering	1	-	-	1
Off-campus (short-term) programs (keep industry inservice and Quick Start on campus)	-	-	1	1
Secretary (1) to Coordinator of evening program	-	-	1	1
Custodial	-	-	1	1

Table 3.22 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
Class 1 Schools
(2,000 Plus Students/Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONSES			Total Responses
	Class 1 Schools			
	Atlanta	Augusta	Dekalb	
Business Manager	-	-	1	1
Special Assistant	-	-	1	1
None	9	11	6	26
3. OTHER PERSONNEL NEEDS:				
Accounting	2	-	6	8
Secretarial	3	11	5	19
Clerical	7	7	4	18
Teacher Aide	2	1	1	4
Occupational counseling/ admissions	-	-	1	1
Data processing (programmer)	1	-	1	2
Custodial	1	-	1	2
Maintenance	2	-	-	2
Registration/fee collecting	-	-	1	1
Recruiting	1	-	-	1
Counseling	1	-	-	1
Security	3	-	-	3
Library Aide	1	-	-	1
None	1	-	-	1
Job placement	1	-	-	1
Switchboard operator	-	2	-	2

Table 3.22 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
Class 1 Schools
(2,000 Plus Students/Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONSES			Total Responses
	Class 1 Schools			
	Atlanta	Augusta	Dekalb	
4. POSSIBLE OVERSTAFFING:				
None	15	17	13	45
Instructors only (CETA cutback)	-	1	-	1
Assistant directors	2	-	-	2
Instructional supervisors	1	-	-	1
Teacher Aide (Child Care Lab)	1	-	-	1
Accounting (Business Office)	1	-	-	1
Curriculum development (presently 2 clerical and 3 administrative/teaching positions)	1	-	-	1
Custodial	-	-	1	1
Security	-	-	1	1
5. EFFECTS OF LONG-RANGE PLAN				
Occupational Admissions Counselor	-	-	1	1
Additional accounting personnel	-	-	1	1
Additional programs/ instructors/support personnel	-	-	3	3
Funding	-	-	1	1
Staffing (due to change of governance from local to state)	1	-	-	1
No change	-	-	1	1

Table 3.22 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
 Class 1 Schools
 (2,000 Plus Students/Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONSES			Total Responses
	Class 1 Schools			
	Atlanta	Augusta	Dekalb	
Federal funding cuts	1	-	-	1
With additional help presently needed, could handle 25% student population increase	-	1	-	1
Loss of students, staff and funding	20	-	-	20
declining enrollment/population	(1)	-	-	(1)
additional area schools	(18)	-	-	(18)
economy	(1)	-	-	(1)
Computerization personnel needed	1	-	-	1
Recruitment emphasis increased	1	-	-	1
Additional adult enrollment (opinion not based on Plan)	-	-	1	1
Not applicable	-	6	-	6
Not familiar with plan	-	9	-	9
No response	-	3	8	11

Table 3.23

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
Class 2 Schools
(1,000 - 1,999 Students/Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONSES						Total Responses
	Class 2 Schools						
	Athens	Columbus	Coosa Valley	Macon	Marietta-Cobb	Savannah	
1. INCREASE ONE STAFF MEMBER: TASKS							
Media Specialist (work with all programs)	1	-	-	1	-	-	2
Disadvantaged Specialist:	-	1	-	-	-	-	1
coordinate programs	-	(1)	-	-	-	-	(1)
supervise academic remediation	-	(1)	-	-	-	-	(1)
financial aid	-	(1)	-	-	-	-	(1)
vocational counseling	-	(1)	-	-	-	-	(1)
job placement	-	(1)	-	-	-	-	(1)
Business Manager/Asst. Director:	2	1	-	1	4	2	10
public relations	(1)	-	-	(1)	-	-	(2)
prepare/monitor budget	(1)	(1)	-	(1)	(1)	-	(4)
school business operations	(1)	-	-	(1)	(1)	-	(3)
purchasing/distribution	-	-	-	-	(2)	-	(2)
coordinate preventative facility maintenance	-	-	-	-	(2)	-	(2)
CETA programs	-	-	-	-	(1)	-	(1)
Administrative Coordinator:	-	-	1	-	-	-	1
fiscal	-	-	(1)	-	-	-	(1)
personnel	-	-	(1)	-	-	-	(1)
facilities	-	-	(1)	-	-	-	(1)
Clerical:	-	1	-	1	2	-	4
process applications	-	-	-	-	(1)	-	(1)
part-time adult program	-	-	-	(1)	-	-	(1)
distribute checks	-	-	-	-	(1)	-	(1)
VA/SPS files/records	-	-	-	(2)	(2)	-	(4)
job placement/follow-up	-	(1)	-	-	-	-	(1)
general office	-	-	-	-	(1)	-	(1)
microfilm	-	-	-	-	(1)	-	(1)
certification	-	-	-	-	(1)	-	(1)
Secretarial/clerical	-	-	1	-	-	-	1

Table 3.23 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
Class 2 Schools
(1,000 - 1,999 Students/Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONSES						Total Responses
	Class 2 Schools						
	Athens	Columbus	Coosa Valley	Macon	Marletta-Cobb	Savannah	
Counselor (SPS):	-	2	-	1	-	1	4
assist evening program	-	-	-	(1)	-	-	(1)
assist special needs	-	-	-	(1)	-	-	(1)
assist with physical facilities	-	-	-	(1)	-	-	(1)
financial aid	-	(1)	-	-	-	-	(1)
job placement	-	-	-	-	-	(1)	(1)
Adult Counselor:	-	1	-	-	-	-	1
career counseling	-	(1)	-	-	-	-	(1)
interview/test	-	(1)	-	-	-	-	(1)
process applications	-	(1)	-	-	-	-	(1)
Instructional Supervisor/Coord.:	5	-	1	1	-	2	9
update curriculum materials	-	-	(1)	-	-	-	(1)
supervise equipment maintenance	-	-	(1)	-	-	(1)	(2)
curriculum development	-	-	-	-	-	(1)	(1)
daily assistance to teachers	-	-	-	-	-	(1)	(1)
evaluation	-	-	-	-	-	(1)	(1)
Job Placement Specialist	-	-	1	-	-	-	1
Coordinator:	1	2	-	-	-	-	3
articulate programs with other institutions	-	(1)	-	-	-	-	(1)
prepare individualized programs	-	(1)	-	-	-	-	(1)
conduct retention/dropout studies	-	(1)	-	-	-	-	(1)
devise plans for courses with high dropout rates	-	(1)	-	-	-	-	(1)
prepare funding proposals/reports	-	(1)	-	-	-	-	(1)
conduct innovative research programs/studies	(1)	(1)	-	-	-	-	(2)
collect/submit certification documentation	-	(1)	-	-	-	-	(1)

Table 3.23 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
Class 2 Schools
(1,000 - 1,999 Students/Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONSES						Total Responses
	Class 2 Schools						
	Athens	Columbus	Coosa Valley	Macon	Marietta-Cobb	Savannah	
Assistant to Off-Campus Coord.: supervise	-	-	-	-	-	1	1
equipment/supply inventory	-	-	-	-	-	(1)	(1)
secure instructors	-	-	-	-	-	(1)	(1)
Financial Aid Officer	-	-	2	-	1	-	3
Accounting Clerk:	-	1	1	-	-	-	2
conduct/maintain equipment inventories	-	(1)	-	-	-	-	(1)
collect/maintain ledgers for student fees/quarterly/live project	-	(1)	-	-	-	-	(1)
type general/special reports, purchase orders, letters	-	(1)	-	-	-	-	(1)
Public relations:	-	1	1	-	3	-	5
recruiting	-	-	-	-	(1)	-	(1)
financial aid	-	-	-	-	(1)	-	(1)
monitor labor market relevance of program	-	-	-	-	(1)	-	(1)
Coordinator of Admissions, Registration and Student Records	-	1	-	-	-	-	1
(Asst.) Coordinator, Adult Program:	1	2	-	-	1	-	4
adult/evening program	(1)	(2)	-	-	(1)	-	(4)
off-campus programs	-	(1)	-	-	(1)	-	(2)
Supervisor:	-	1	-	-	-	-	1
budget	-	(1)	-	-	-	-	(1)
custodial staff	-	(1)	-	-	-	-	(1)
Supervisor, p-t students:	-	1	-	-	-	-	1

Table 3.23 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
Class 2 Schools
(1,000 - 1,999 Students/Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONDENTS						Total Responses
	Class 2 Schools						
	Athens	Columbus	Coosa Valley	Macon	Marietta-Cobb	Savannah	
interview/register; attendance report; certification for graduation; supervise part-time programs	-	(1)	-	-	-	-	(1)
Maintenance/custodial	-	-	1	-	-	-	1
No response	1	-	-	-	-	-	1
2. DECREASE ONE STAFF MEMBER: TASKS CUT							
Duplicate accounting procedures	1	1	-	-	-	-	-
MIS system	-	-	-	1	-	-	1
(Administrative) Assistant: collect vending machine monies	-	1	-	-	-	-	1
cover classes in emergency	-	(1)	-	-	-	-	(1)
SACS report	-	(1)	-	-	-	-	(1)
prepare/present inservice	-	(1)	-	-	-	-	(1)
cafeteria services	-	(1)	-	-	-	-	(1)
assist custodial/maintenance in emergencies	-	(1)	-	-	-	-	(1)
Accounting Clerk	-	1	-	-	-	-	1
Book store duties	1	-	-	-	-	-	1
Clerical:	1	1	2	1	-	-	5
student personnel	-	-	(1)	-	-	-	(1)
student reporting	-	-	(1)	-	-	-	(1)
Custodial	-	2	-	-	-	-	2

Table 3.23 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
Class 2 Schools
(1,000 - 1,999 Students/Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONDENTS						Total Responses
	Class 2 Schools						
	Athens	Columbus	Coosa Valley	Macon	Marietta-Cobb	Savannah	
Maintenance supervision	1	-	-	-	-	-	1
Security	-	-	-	-	1	-	1
Combine duties as necessary (administrative/clerical personnel)	-	1	-	3	-	-	4
Special programs/services that duplicate regular programs	3	-	-	-	-	-	3
Financial aid/special programs	-	1	-	1	2	-	4
Internal affairs	-	1	-	-	-	-	1
Student admissions/reporting procedures	1	-	-	2	-	-	3
Reduce day program admissions testing/correspondence	-	1	-	-	-	-	1
Job placement services	-	-	-	1	-	2	3
Community services	-	-	-	-	-	1	1
Federally-funded program administrative tasks	-	-	-	-	-	1	1
Cut open-entry enrollment to once a quarter	-	-	1	-	-	-	1
Recruiting	-	-	-	-	1	-	1
One Off-Campus Coordinator VA paper work	2	-	1	-	1	-	4
	-	-	(1)	-	-	-	(1)

Table 3.23 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
 Class 2 Schools
 (1,000 - 1,999 Students/Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONDENTS						Total Responses
	Class 2 Schools						
	Athens	Columbus	Coosa Valley	Macon	Marietta-Cobb	Savannah	
Media Specialist	-	1	-	-	-	-	1
Evening Off-Campus Coordinator	-	-	-	-	-	1	1
CDC personnel (evaluator)	1	1	-	-	1	-	3
SPS Assistant Coordinator	-	-	-	-	-	6	6
Teacher Aide	-	-	-	-	4	-	4
None	-	1	4	-	-	1	6
Don't know	-	2	-	-	-	-	2
No response	4	1	-	-	-	-	5
3. OTHER PERSONNEL NEEDS:							
Accounting	-	3	-	-	3	3	9
Business Manager	2	-	-	-	-	-	2
Clerical	-	3	3	1	4	2	13
Switchboard operator	-	-	-	-	-	1	1
Secretarial	4	4	2	3	4	2	19
Financial aid	-	-	-	1	-	-	1
Custodial	1	-	3	1	-	-	5
Maintenance	5	-	3	-	-	-	8
Security	1	1	1	-	-	1	4
Information Specialist	1	-	-	-	-	-	1

Table 3.23 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
 Class 2 Schools
 (1,000 - 1,999 Students/Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONDENTS						Total Responses
	Class 2 Schools						
	Athens	Columbus	Coosa Valley	Macon	Marietta-Cobb	Savannah	
Media Specialist	-	-	-	1	-	-	1
Instructional Coordinator	1	-	-	-	-	-	1
Counseling	1	-	-	-	-	-	1
Substitute Teachers	-	-	-	-	-	1	1
Teacher Aide	-	5	-	2	-	2	9
No response	1	-	-	-	-	-	1
4. POSSIBLE OVERSTAFFING:							
Clerical/secretarial not overstaffed, but under-utilized	6	-	-	-	-	-	6
reassign from day to evening	(5) (1)	-	-	-	-	-	(5) (1)
Accounting	1	-	-	-	-	-	1
Clerical	-	3	2	-	-	3	8
Custodial	-	5	1	2	-	5	13
Maintenance	-	-	-	-	-	1	1
Security night watchman	-	3	1 (1)	4	1	-	9 (1)
Teacher Aide	-	3	-	2	9	-	14
Evaluation lab	-	-	1	-	-	-	1
Job placement	-	-	-	1	-	-	1
Don't know	-	-	1	-	-	-	1

Table 3.23 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
Class 2 Schools
(1,000 - 1,999 Students/Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONDENTS						Total Response
	Class 2 Schools						
	Athens	Columbus	Coosa Valley	Macon	Marietta-Cobb	Savannah	
None	2	-	6	-	-	3	11
No response	4	-	-	-	-	-	4
5. EFFECTS OF LONG-RANGE PLAN:							
Created instructors but no additional support staff; need administrators, etc.	5	-	7	5	-	1	18
Expansion would require staffing increases:	1	5	2	-	4	1	13
Business Manager	(1)	(1)	-	-	(1)	(1)	(4)
Counselor(s)/SPS	(1)	(2)	-	-	-	-	(3)
Research/development specialist	(1)	-	-	-	-	-	(1)
Public relations/recruiter	(1)	-	-	-	(1)	-	(2)
Asst. Adult Coordinator	-	(3)	-	-	-	-	(3)
1 or 2 counselors	-	(1)	-	-	-	-	(1)
building/grounds supervisor/workers	-	(2)	(1)	-	-	-	(3)
Special Needs Coordinator	-	(3)	-	-	-	-	(3)
administrative assistant	-	(1)	-	-	-	-	(1)
secretaries/clerical	-	(1)	-	-	-	-	(1)
book store clerk	-	(2)	-	-	-	-	(2)
3 custodians	-	(1)	-	-	-	-	(1)
financial aid officer	-	-	-	-	(1)	-	(1)
instructional coordinators	-	-	(1)	-	-	-	(1)
Expansion would reduce:	-	1	-	-	-	-	1
coordinator position	-	(1)	-	-	-	-	(1)
Need computer personnel for record keeping	1	-	-	-	-	-	1
New curriculum/programs for evening programs	-	-	-	-	-	1	1

Table 3.23 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
 Class 2 Schools
 (1,000 - 1,999 Students/Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONDENTS						Total Responses
	Class 2 Schools						
	Athens	Columbus	Coosa Valley	Macon	Marietta-Cobb	Savannah	
Increased student enrollment: special needs personnel (academic specialist) will triple staff must be reflected in programs and services	-	2	-	-	1	1	4
	-	(1)	-	-	-	-	(1)
	-	-	-	-	(1)	-	(1)
	-	-	-	-	-	(1)	(1)
Staffing adequate: needs to be better utilized	-	-	-	-	-	2	2
	-	-	-	-	-	(1)	(1)
Two \$25 million expansions in next six years	-	1	-	-	-	-	1
Industrial development requires curriculum updating	-	-	-	1	-	4	5
Don't know	2	1	-	-	3	-	6
Not familiar	-	4	1	3	2	4	14
No response	4	-	-	-	-	-	4

Table 3.24

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
Class 3 Schools
(999 Students and Less - Full-Time Day Enrollment)

3-65

QUESTION/Response	NUMBER OF RESPONSES															Total Responses
	Class 3 Schools															
	Albany	Ben Hill- Irwin	Carroll	Griffin- Spalding	Houston	Lanier	Moultrie	Pickens	Swainsboro	Thomas	Troup	Upson	Valdosta	Walker	Waycross- Ware	
1. INCREASE ONE STAFF MEMBER: TASKS																
Admissions Officer	1	-	-	-	-	-	-	-	-	-	-	-	1	-	-	2
-counseling	(1)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(1)
-evening admissions	-	-	-	-	-	-	-	-	-	-	-	-	(1)	-	-	(1)
Business Manager																
(Fiscal Controller/Adm. Asst.)	5	1	5	1	-	3	-	4	4	1	3	6	3	3	5	44
-financial aid	-	-	(2)	-	-	-	-	-	-	(1)	(2)	-	(4)	(3)	(1)	(13)
-coordinate/supervise office staff, auxiliary staff, facilities	(4)	-	-	-	-	-	-	-	-	-	-	-	-	(3)	(1)	(8)
-prepare/monitor budgets	(4)	-	-	-	-	-	-	(1)	(1)	-	(1)	(1)	-	(3)	-	(11)
-inventory	(1)	-	-	-	-	(1)	-	(3)	-	-	-	(2)	-	-	-	(7)
-purchasing	(1)	(1)	(1)	-	-	(2)	-	(1)	-	-	-	(2)	-	(1)	(1)	(10)
-payroll	(1)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(1)
-prepare reports	(1)	-	-	-	-	-	-	-	-	-	-	(1)	-	-	-	(2)
-prepare proposals	(2)	-	-	-	-	-	-	-	-	(1)	-	-	-	-	-	(3)
-supervise security	-	-	-	-	-	(1)	-	-	-	-	-	-	-	-	-	(1)
-monitor/supervise plant maintenance	-	-	-	-	-	(1)	-	(1)	-	-	-	-	-	-	-	(2)
Public Relations	1	2	-	1	-	-	4	-	-	4	1	-	1	5	-	19
-high school recruitment	(1)	-	-	-	-	-	(4)	-	-	-	-	-	(1)	(5)	-	(11)
-prepare brochures, media releases	(1)	-	-	-	-	-	-	-	-	-	-	-	-	(5)	-	(6)
-conduct tours	-	(1)	-	-	-	-	-	-	-	-	-	-	-	(2)	-	(3)
-job placement	-	-	-	-	-	-	(1)	-	-	-	-	-	-	-	-	(1)
Media Specialist	1	-	-	-	-	-	-	-	-	1	-	1	-	-	-	3
-curriculum development	(1)	-	-	-	-	-	-	-	-	-	-	(1)	-	-	-	(2)

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Table 3.24 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
Class 3 Schools
(999 Students and Less - Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONSES															Total Responses
	Class 3 Schools															
	Albany	Ben Hill-Irwin	Carroll	Griffin-Spalding	Houston	Lanier	Moultrie	Pickens	Swainsboro	Thomas	Troup	Upson	Valdosta	Walker	Waycross-Ware	
-community relations	-	-	-	-	-	-	-	-	-	-	(1)	-	-	-	-	(1)
-write grant proposals	(1)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(1)
Recruiter/Registrar	-	-	-	-	-	-	1	-	-	-	1	-	-	-	-	1
-disadvantaged/handicapped	-	-	-	-	-	-	(1)	-	-	-	-	-	-	-	-	(1)
SPS/Counselor	1	1	-	4	-	-	2	2	-	-	-	-	1	-	-	11
-recruitment/registration	(1)	(1)	-	(2)	-	-	-	-	-	-	-	-	-	-	-	(4)
-testing	-	-	-	(1)	-	-	-	-	-	-	-	-	-	-	-	(1)
Supervisor/Coordinator of Instruction	-	-	-	1	-	1	-	-	-	1	1	-	-	-	-	4
VA Coordinator (evening	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Short-term/Quick-Start/Off-Campus Coordinator	-	1	-	-	3	1	-	-	-	-	-	-	-	-	-	5
Industry Coordinator	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1
Special Programs Coordinator	-	-	-	-	-	1	-	-	-	-	1	-	1	-	-	3
-prepare, administer grants/reports	-	-	-	-	-	(1)	-	-	-	-	-	-	(1)	-	-	(2)
-develop/coordinate curriculum	-	-	-	-	-	-	-	-	-	-	(1)	-	-	-	-	(1)
Assistant to Adult Coordinator	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1
T & I Program Supervisor	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Full-time Substitute Teacher	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1
Maintenance Engineer	-	-	-	-	1	-	-	-	-	-	-	-	1	-	-	2
Secretary/clerk	1	-	-	-	1	1	-	-	-	-	-	-	1	-	-	4
-all secretarial and accounting for off-campus coordinator	(1)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(1)
-provide walk-in/telephone info	(1)	-	-	-	(1)	-	-	-	-	-	-	-	-	-	-	(2)
-testing/admissions	-	-	-	-	-	(1)	-	-	-	-	-	-	-	-	-	(1)
-job placement/follow-up	-	-	-	-	-	-	-	-	-	-	-	(1)	-	-	-	(1)

Table 3.24 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
Class 3 Schools
(999 Students and Less - Full-Time Day Enrollment)

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QUESTION/Response	NUMBER OF RESPONSES															Total Responses
	Class 3 Schools															
	Albany	Ben Hill-Irwin	Cerroll	Griffin-Spalding	Houston	Lanier	Moultrie	Pickens	Swainsboro	Thomas	Troup	Upson	Valdosta	Walker	Waycross-Ware	
No change necessary	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
2. DECREASE ONE STAFF MEMBER: TASKS CUT																
Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Part-time Services - CETA/VA	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Accounting	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
Media Specialist	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2
Secretarial	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1
Student record-keeping personnel	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Telephone receptionist	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
Financial aid	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Job Placement Coordinator	-	-	-	1	-	-	1	-	1	-	-	-	-	-	-	3
Attendance at state/regional meetings	-	-	-	1	-	-	-	-	-	3	-	-	-	-	-	4
CETA	-	-	-	1	-	-	-	-	-	1	-	-	-	-	-	2
CETA records	-	-	-	-	1	-	1	1	-	-	-	-	-	-	-	3
Quick Start/Off-Campus programs	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Records/reports	-	-	-	-	1	1	-	-	-	3	1	-	-	-	-	6
Clerical	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	2
VA forms for students	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	1
Auxiliary personnel meetings	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	1
Certification paperwork	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1
Instructor	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	2
Disadvantaged/handicapped services	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1
Custodial/maintenance	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	2
Recruitment/Public Relations	-	-	-	-	-	-	-	1	-	-	-	1	-	-	-	2

Table 3.24 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
Class 3 Schools
(999 Students and Less - Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONSES															Total Responses
	Class 3 Schools															
	Albany	Ben Hill-Irwin	Carroll	Griffin-Spalding	Houston	Lanier	Moultrie	Pickens	Swainsboro	Thomas	Troup	Upson	Valdosta	Walker	Waycross-Ware	
Post-Secondary Coordinator	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	4
Staff evaluation (reduction in)/self-study	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1
Curriculum development	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1
Adult Basic Education Instructor	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
CDC Evaluator	-	-	-	-	-	-	-	-	-	-	-	2	1	-	-	3
No tasks cut: combine responsibilities and reduce	7	2	1	-	-	-	1	4	-	4	-	-	2	1	-	22
-special programs	-	-	-	-	-	-	-	-	-	-	-	-	(1)	-	-	(1)
-off-campus coordinator/programs	(7)	-	-	-	-	-	-	(1)	(2)	(1)	-	-	(1)	-	-	(12)
-special needs services	-	(1)	-	-	-	-	-	-	-	-	-	-	-	-	-	(1)
-media specialist duties	-	-	(1)	-	-	-	-	-	-	-	-	-	-	-	-	(1)
-recruiting/placement	-	-	-	-	-	-	-	(1)	-	(1)	-	-	-	-	-	(2)
-public relations	-	-	-	-	-	-	-	(1)	-	(1)	-	-	-	-	-	(2)
-custodial/maintenance services	-	-	-	-	-	-	-	-	-	(1)	-	-	-	-	-	(1)
None	1	1	4	-	-	1	3	-	-	2	-	6	1	7	-	26
No response	2	2	1	2	-	-	-	-	-	-	1	-	1	-	-	9
3. OTHER PERSONNEL NEEDS																
Accounting	3	1	-	-	-	-	-	-	-	-	-	-	-	1	2	7
Business Manager	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1	2
Clerical	-	1	-	-	1	-	1	2	2	-	3	2	1	3	-	16
Secretarial	-	-	-	1	2	1	3	3	3	1	1	3	2	3	2	25
Secretarial/clerical/accounting	3	-	2	5	1	-	-	-	-	-	3	1	-	-	-	15
Receptionist	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1

Table 3.24 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
 Class 3 Schools
 (999 Students and Less - Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONSES														Total Responses	
	Class 3 Schools															
	Albany	Ben Hill-Irwin	Carroll	Griffin-Spalding	Houston	Lanier	Moultrie	Pickens	Swainsboro	Thomas	Troup	Upson	Valdosta	Walker		Waycross-Ware
Telephone operator	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1
Off-Campus Coordinator	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Media Specialist	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1	2
Student personnel	-	1	-	-	-	-	2	-	-	-	-	-	-	-	-	3
Media Specialist/community relations	-	-	-	-	-	2	-	-	3	-	-	-	-	-	-	5
Teacher Aide	3	-	-	3	1	-	-	1	2	-	1	3	-	-	-	14
Assistant Coordinator, Evening Program	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1
Custodial	1	-	1	-	-	-	-	-	1	-	-	-	1	-	-	4
Maintenance	1	1	-	-	-	4	-	-	-	-	-	3	-	-	-	9
Security	-	1	-	-	-	-	-	-	-	-	-	-	2	-	-	3
Custodial/maintenance/security	-	-	3	1	-	-	-	-	-	-	1	-	-	-	-	5
None	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
4. POSSIBLE OVERSTAFFING																
Custodial	1	4	1	-	-	-	1	6	5	-	1	-	2	-	-	21
Custodial/maintenance/security	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1
Accounting	-	-	-	-	-	-	1	-	-	-	-	-	-	-	2	3
Clerical	-	-	-	2	-	-	-	-	-	-	-	1	-	-	-	3
Secretarial	-	-	-	1	-	-	-	-	-	1	-	-	-	-	1	3
Secretarial/clerical/accounting	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1
Media Specialist	1	-	-	-	-	-	-	-	2	-	-	-	-	-	-	3
CDC	-	-	-	1	-	-	-	-	-	-	-	1	-	-	-	2
Public Relations Coordinator	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	2
Instruction	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Teacher Aide	-	-	-	-	-	-	2	-	-	2	-	-	-	-	3	7
Asst. Coordinator Adult Education	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	2

Table 3.24 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
Class 3 Schools
(999 Students and Less - Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONSES															Total Responses
	Class 3 Schools															
	Albany	Ben Hill-Irvin	Carroll	Griffin-Spalding	Houston	Lanier	Moultrie	Pickens	Swainsboro	Thomas	Troup	Upson	Valdosta	Walker	Waycross-Ware	
ABE Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1
Special Needs Specialist	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	2
None	5	2	9	5	3	-	5	-	-	-	4	6	3	7	-	48
Don't know	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	2
No response	4	-	-	1	-	1	-	-	-	-	-	1	-	-	-	7
5. EFFECTS OF LONG RANGE PLAN																
Programs planned under report will cause enrollment to decrease:																
need greater recruitment effort	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1
Very little effort until after building expansion	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1
Decrease in budget	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1
Increase in State funds necessary to offset staff increases	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	2
Additional record-keeping	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1
Affected mostly by enrollment, government programs, economy	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Less staff needed	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1
Staff increase needed, but not provided (instructional support):	1	5	-	6	2	-	7	3	1	-	-	-	5	7	-	37
-addition of Public Relations Specialist needed	(1)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(1)
-addition of Student Personnel Coordinator needed	-	-	-	-	-	-	(2)	-	-	-	-	-	-	-	-	(2)

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Table 3.24 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
Class 3 Schools
(999 Students and Less - Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONSES															Total Responses
	Class 3 Schools															
	Albany	Ber. Hill- Irvin	Carroll	Griffin- Spalding	Houston	Lanier	Moultrie	Pickens	Swainsboro	Thomas	Troup	Upson	Valdosta	Walker	Waycross- Ware	
-addition of Media Specialist needed	-	-	-	-	-	-	(1)	-	-	-	-	-	-	-	-	(1)
-instructional supervision	-	-	-	-	-	-	-	(1)	-	-	-	-	-	-	-	(1)
-counseling	-	-	-	-	-	-	-	(1)	-	-	-	-	-	-	-	(1)
-secretarial	-	-	-	-	-	-	-	-	(1)	-	-	-	-	-	-	(1)
Building expansion	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Being under local/State secondary Board of Education will end post-secondary vocational education	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Negative effects on staffing needs; data invalid	1	-	2	-	-	-	-	-	-	-	-	-	-	-	-	3
Unchanged	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
Uncertain	1	-	-	-	-	-	-	-	-	1	7	-	-	-	-	9
Not familiar with plan	-	-	4	-	3	2	-	2	3	5	4	-	-	6	-	28
Not applicable	-	-	-	-	1	-	-	1	3	-	-	-	-	-	-	5
No response	8	-	-	-	-	3	-	-	-	1	1	-	1	-	-	14

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Table 3.25

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
Class 4 Schools
(Junior Colleges - Full-Time Day Enrollment)

QUESTION/Response	NUMBER OF RESPONSES			Total Responses
	Class 4 Schools			
	Dalton	Bainbridge	Brunswick	
1. INCREASE ONE STAFF MEMBER: TASKS				
Placement & follow-up	2	2	-	4
Guidance, Counseling	1	-	-	1
Testing	1	-	-	1
Curriculum development	-	-	1	1
Curriculum supervision	-	-	1	1
Clerical	-	-	1	1
Collect/report student data	-	2	-	2
Coordinate short-term courses	-	1	-	1
2. DECREASE ONE STAFF MEMBER: TASKS CUT				
Reduce number of reports	1	-	-	1
None/cannot decrease	1	2	2	5
3. OTHER PERSONNEL NEEDS				
Placement & follow-up	1	1	-	2
Teacher Aide	1	-	2	3
Clerical	-	1	1	2
4. POSSIBLE OVERSTAFFING				
Secretarial	2	-	-	2
Not overstaffed	-	2	2	4
5. EFFECTS OF LONG RANGE PLAN				
Not applicable (not included in study)	1	1	1	3

Table 3.26

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
Class 5 Schools
(State Operated Schools)

QUESTION/Response	NUMBER OF RESPONSES		Total Responses
	Class 5 Schools		
	North Georgia	South Georgia	
1. INCREASE ONE STAFF MEMBER: TASKS			
Purchasing	7	4	11
Bookstore operation	7	-	7
Monitor fiscal activities	5	-	5
Recreation	1	-	1
Extracurricular activities	1	-	1
Accounting	-	3	3
Public relations	-	3	3
2. DECREASE ONE STAFF MEMBER: TASKS CUT			
Central media services	8	-	8
Coaching/recreation	1	2	3
Student records	-	1	1
Inventory control	-	1	1
Administration of CETA, special programs	-	2	2
VA counseling and affairs	-	1	1
Dean of Students	-	1	1
Auxiliary services	-	1	1
No response	1	1	2
3. OTHER PERSONNEL NEEDS:			
Purchasing agent	1	-	1

Table 3.26 (Continued)

SUMMARY OF ADMINISTRATIVE/SUPERVISORY STAFF INTERVIEWS
Class 5 Schools
(State Operated Schools)

QUESTION/Response	NUMBER OF RESPONSES		Total Responses
	Class 5 Schools		
	North Georgia	South Georgia	
Accounting	4	-	4
Maintenance	3	1	4
Teacher Aide	2	1	3
Secretarial	-	8	8
4. POSSIBLE OVERSTAFFING:			
Clerical/secretarial (not efficiently utilized)	1 - (1)	4 -	5 - (1)
Custodial (not efficiently utilized)	1 - (1)	4 - (1)	5 - (2)
Maintenance	-	1	1
No response	9	1	10
5. EFFECTS OF LONG RANGE PLAN:			
Additional staff due to:	4		4
increased enrollment	(2)	-	(2)
technological updating	(1)	-	(1)
continuing education	(1)	-	(1)
non-traditional occupations	(1)	-	(1)
new/expanding industry	(1)	-	(2)
need for skill upgrading	(4)	-	(4)
Additional funding	1	-	1
Industry coordinator	1	-	1
Clerical staff	1	-	1
Specialized programs	1	-	1
No response	2	10	12

Workload Quantifiers

The Directors and other Administrators were asked to prioritize eight workload quantifiers in terms of importance in judging the staffing needs, of their particular school, for Administrators, Secretarial/Clerical staff and Maintenance/Custodial staff. Table 3.27 relates the analysis of administrative workload quantifiers as expressed by vocational directors and all other administrators. Of the eight quantifiers, the vocational director as well as all other administrators shows "student enrollment" as the most significant quantifier in determining staffing needs for administrators. The second highest prioritized quantifier for their first choice is the "number of regular programs offered." The third highest quantifier for their first choice was "the number of instructors." For their second choice both the vocational director and the administrator indicated the workload quantifier as "the number of instructors." Realizing that there is a high degree of correlation between "the number of instructors," and "the number of regular programs offered and their highest choice," "student enrollment" became unmistakably clear that both the vocational director and all other administrators relate the size of student enrollment would play a major role in determining school classification.

As part of the interview schedule for administrators at North and South Georgia Tech, a ninth quantifier was added. This supplemental quantifier "Unique Residential Institution" was included at the suggestion of some of the administrators. The administrators at these two schools also rated the quantifiers for an additional group "Residential Operations Staff."

In judging the staffing needs for administrators, both North and South Georgia Tech concurred that "Student Enrollment" was by far the most important factor to be considered. "Student Enrollment" was indeed the overwhelmingly important quantifier when judging the staffing needs of Secretarial/Clerical personnel.

When reviewing the responses of all schools other than North and South Georgia Tech, the "Size of Physical Plant and Grounds" was the only quantifier mentioned. The State technical schools did agree with this response but they also cited "Unique Residential Institution" as a second factor in judging staffing needs at their institutions.

Although Residential Operations Staff was unranked by other administrators interviewed, the respondents from North Georgia and South Georgia Tech gave "Unique Residential Institution" and "Student Enrollment," first and second priorities, respectively to this query.

Table 3.27

ANALYSIS OF ADMINISTRATIVE WORK LOAD QUANTIFIERS AS EXPRESSED
BY VOCATIONAL DIRECTOR AND ALL OTHER ADMINISTRATORS

QUANTIFIERS	1		2		3		4		5		6		7		8	
	Dir %	Adm %	Dir %	Adm %	Dir %	Adm %	Dir %	Adm %	Dir %	Adm %	Dir %	Adm %	Dir %	Adm %	Dir %	Adm %
1. Student Enrollment	44	54	11	13	17	10	11	6	11	9	6	2	0	2	0	1
2. FTE Enrollment	6	4	22	24	11	15	17	17	28	20	11	8	6	5	0	7
3. Number of Instructors	11	11	45	33	6	16	17	16	17	21	0	3	0	0	6	1
4. Number of Regular Programs Offered	28	18	11	14	33	41	11	12	17	9	0	5	0	2	0	0
5. Number of Special Programs Offered (CETA, Quick-start, etc.)	0	3	11	4	17	7	22	19	22	16	17	12	6	15	6	26
6. Accreditation Status	0	1	0	2	0	2	0	5	0	5	11	12	11	27	78	47
7. Size of Physical Plant & Grounds	6	4	0	1	11	7	11	4	0	12	33	35	33	25	6	12
8. Size of Budget	6	7	6	8	0	3	11	19	6	9	22	24	44	25	6	5

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Director Interview

At the conclusion of AEC's visit to each of the vocational centers, a personal interview was conducted with each of the Vocational Directors. A total of 28 personal interviews were conducted. This interview allowed the Vocational Directors to respond to a set of open-ended questions as well as giving the Vocational Directors the opportunity to explain any other special features about his school that might be unique to his particular facility.

AEC requested copies of each school's organizational chart. These charts make it readily apparent that there are obvious differences between the different types schools, namely; the State operated schools, the junior colleges and the large and small vocational schools. These organizational charts also clearly illustrate that the Vocational Directors at various sized schools have numerous subordinates reporting directly to him. The number of people reporting directly to the Vocational Director ranged from a minimum of five to a maximum of fourteen people. Without a doubt, this greatly impedes the Vocational Director from spending time on other functions. The number of professional personnel reporting to the Vocational Director should be reduced.

Table 3.28 relates results of Vocational Director responses to the question "What prevents any changes in staffing that you would like to see?" Of the 28 responses, 23 Vocational Directors reported lack of funding at both the State and local levels. The Vocational Directors definitely feel they have little flexibility in the staffing patterns of their schools. There appears to be no clear rationale to specify what constitutes justification for increasing professional or clerical

positions. The Vocational Directors indicated that personal recommendations and the applicants references are checked before an individual is hired.

TABLE 3.28

DIRECTOR INTERVIEW

WHAT PREVENTS ANY CHANGES IN STAFFING
THAT YOU WOULD LIKE TO SEE?

Response	CLASSIFICATION OF SCHOOL BY FULL-TIME DAY ENROLLMENT					Total Responses
	I	II	III	IV	V	
	N	N	N	N	N	N
Lack of funding/local and State support	2	6	11	3	1	23
Local Board regulations/ policies	1	-	1	-	-	2
Tenure	-	-	1	-	-	1
Merit system	-	-	-	-	1	1
Approval of Superintendent	-	-	1	-	-	1
Base Number	3	6	14	3	2	28

Of the 28 administrators who responded to the question, "Who selects the administrators at your school?" 24 respondents indicated that they were very involved in the selection procedure but that final approval came from the Superintendent and the Board. Others identified as having involvement in the selection of administrators were; the State Department of Education, the Dean and the President and the Personnel Office. The selection of the Vocational Director's subordinates did not appear to pose a problem for the Vocational Directors.

When the Vocational Directors were asked the question, "Are administrators selected on the basis of their qualifications for the particular position they are to fill?" all 28 respondents indicated "Yes," again indicating that the hiring

of unqualified people in positions within the school is not a problem for the Vocational Directors. Several Vocational Directors reported that due to decreasing enrollments in the high schools, several administrators had been placed in positions at the vocational schools. This situation does present a morale problem largely due to salary discrepancies.

Table 3.29 relates the varied responses to the question, "Do salaries provide for appropriate standards of living in terms of the socioeconomic standards in the community?" Approximately one third of the respondents answered "yes", one third answered "no" and the other one third responded "barely" or "to some extent."

TABLE 3.29

DIRECTOR INTERVIEW

DO SALARIES PROVIDE FOR APPROPRIATE STANDARDS OF LIVING IN TERMS OF THE SOCIOECONOMIC STANDARDS IN THE COMMUNITY?

Response	CLASSIFICATION OF SCHOOL BY FULL-TIME DAY ENROLLMENT					Total Responses
	I	II	III	IV	V	
	N	N	N	N	N	N
Yes	2	1	5	1	-	9
No	1	3	3	2	-	9
To some extent	-	-	5	-	1	6
Barely comparable to industry	-	2	1	-	1	4
Base Number	3	6	14	3	2	28

Table 3.30 illustrates the responses to the question, "Is the initial salary determined by the amount of training and experience of the administrative candidate?" with 20 of the 28 respondents replying "yes." The Vocational Directors who replied "no" to this question felt that the administrative salaries were set

by the educational training of the individual and the Vocational Director had no flexibility in granting additional compensation to new administrators who had outstanding experience.

TABLE 3.30

DIRECTOR INTERVIEW

IS THE INITIAL SALARY DETERMINED BY THE AMOUNT OF TRAINING
AND EXPERIENCE OF CANDIDATES?

Response	CLASSIFICATION OF SCHOOL BY FULL-TIME DAY ENROLLMENT					Total Responses
	I	II	III	IV	V	
	N	N	N	N	N	N
Yes	2	4	9	3	2	20
No	1	2	5	-	-	8
Base Number	3	6	14	3	2	28

In reference to whether the administrative staff has a definite salary schedule in effect, 26 of the 28 respondents replied, "yes." When the Vocational Directors were asked the question, "Is the salary schedule sufficiently flexible to allow for cases of unusual merit in order to recognize high qualifications of excellence of service records?" only four Vocational Directors responded, "yes." The responses of the Vocational Directors to the previous several questions relating to salary, showed very little difference between the five classifications of schools. The Vocational Directors feel that salaries are not based on job responsibility. They related that while coordinator is a commonly used title the responsibilities vary. Thus, different titles should be established according to responsibilities and salary of a particular position.

When the Vocational Directors were asked whether administrators had tenure after a probationary period, 27 of the 28 respondents indicated that the administrators

do have tenure. What is somewhat surprising is that several Vocational Directors reported varying lengths of employment before being tenured.

TABLE 3.31

DIRECTOR INTERVIEW

IS TENURE PROVIDED AFTER A SUCCESSFUL
PROBATIONARY PERIOD?

Response	CLASSIFICATION OF SCHOOL BY FULL-TIME DAY ENROLLMENT					Total Responses
	I	II	III	IV	V	
	N	N	N	N	N	N
Yes	1	2	9	2	2	16
Yes, after 3 years	2	3	4	-	-	9
Yes, after 5 years	-	1	-	1	-	2
No	-	-	1	-	-	1
Base Number	3	6	14	3	2	28

When the Vocational Directors were asked the number of days per year they were allowed to be absent without loss of pay, the highest recorded range for personal illness was between 11 and 15 days. Nineteen (19) of the 28 respondents reported in this range. For personal days, the highest range was between one and five days and this was recorded by 21 of the 28 respondents. For vacation days, the highest range recorded was between six and ten days with 18 of the 28 respondents registering in this range. For holidays, the largest range was between six and ten days with ten of the 28 respondents registering in this range. When the Vocational Directors were asked whether sick leave was allowed to accumulate, 26 of the 28 indicated that it was allowed to accumulate, but it should be noted that a wide range of accumulative days was reported. As illustrated in Table 3.32, to the question, "Who writes administrative staff job descriptions?" the most frequent responses were the Director with the administrative staff followed by the Director

with board approval. These replies accounted for 24 of the 28 responses. It is apparent that the Director has full involvement in writing the job descriptions for the administrative team.

TABLE 3.32

DIRECTOR INTERVIEW

WHO WRITES ADMINISTRATIVE STAFF JOB DESCRIPTIONS?

Response	CLASSIFICATION OF SCHOOL BY FULL-TIME DAY ENROLLMENT					Total Responses
	I	II	III	IV	V	
	N	N	N	N	N	N
Director with Board Approval	1	2	5	1	1	10
Director and Administrative Staff	2	2	8	1	1	14
Personnel Director and Assistant Superintendent	-	-	1	-	-	1
Division Chairperson - Dean	-	-	-	1	-	1
State and Director	-	1	1	-	-	2
Base Number	3	5	15	3	2	28

Table 3.33 illustrates the Vocational Directors responses to what they felt was the major staffing deficiency within their school administrative operation. Of the 28 responses, 12 indicated the need for a Business Manager. This was by far their greatest need, especially when one excludes the Junior colleges (because of their overall operational pattern) and realizing that some of the Class 1 and Class 2 schools already have people functioning in Business Manager positions. It is quite evident that this is one of their primary needs. The lack of funding and need for more specialists, especially in Job Placement and Follow-Up, Student Services and Media Specialists, was also a frequently received response.

TABLE 3.33

DIRECTOR INTERVIEW

MAJOR DEFICIENCY (STAFFING) ADMINISTRATIVE OPERATIONS?

Response	CLASSIFICATION OF SCHOOL BY FULL-TIME DAY ENROLLMENT					Total Responses
	I	II	III	IV	V	
	N	N	N	N	N	N
Lack of Funding	1	1	3	1	-	6
Need for Business Manager	1	3	6	-	2	12
Need Specialists (in Place- ment/Follow-Up, SPS, Media, CDC, Handicap Prog.)	-	2	2	1	-	5
CETA Unreliability for Staffing	-	-	1	-	-	1
Low Competency/Peer Attitude	1	-	1	-	-	2
Voc. Dir. has no Flexi- bility	-	-	1	-	-	1
Need for Divisions to Report to President	-	-	-	1	-	1
Base Number	3	6	14	3	2	28

The final question pursued the Vocational Director's recommendations for improvement. Again, the need for a Business Manager surfaces as the primary recommendation for improvement followed by increased clerical and secretarial staffing, increased State funding and need for specialists. These responses are expressed in Table 3.34.

TABLE 3.34
DIRECTOR INTERVIEW
RECOMMENDATIONS FOR IMPROVEMENT

Response	CLASSIFICATION OF SCHOOL BY FULL-TIME DAY ENROLLMENT					Total Responses *
	I	II	III	IV	V	
	N	N	N	N	N	N
Improve Clerical/ Secretarial Services	1	3	4	2	2	12
Need for Business Manager	1	4	11	-	2	18
Increased State Funding and Benefits	2	3	3	-	-	10
Need Specialists (i.e., S.P.S., Information and P.R. Curriculum)	-	3	4	2	-	9
Improvement in Main- tenance and Security	-	-	3	-	1	4
Need for Flexible Pay Scale	-	-	1	-	-	1
Additional Faculty/ Staff	-	2	1	2	1	6
Reduce Administrative Staff/No flexibility	1	1	1	-	-	3
Reorganize School Operations (Job reclassification)	-	4	2	-	-	6
Continue Survey Studies	-	1	-	-	-	1
Staffing Set-Up on FTE	-	1	-	-	-	1
Base Number	5	22	32	6	6	71

*Totals are greater than N since some schools gave more than one response.

CHAPTER IV

SECRETARIAL/CLERICAL/ACCOUNTING PERSONNEL

During the two day site visitations at each of the 29 vocational-technical facilities, each secretarial/clerical/accounting staff member was asked to respond to a survey instrument designed to analyze the functions and tasks included in their position as well as the time they spend performing each of these functions and tasks. This instrument, included in this report as Appendix B, consisted of background information, ten function areas delimited by specific, related tasks and a summary sheet.

The secretarial/clerical/accounting staff, as a group, orally reviewed the entire instrument to familiarize themselves with its content prior to recording their responses. The staff was instructed to record the time spent performing each of the tasks over a one-year period while attaining total yearly hours of 1840. Total hours for part-time staff was determined on a pro rata basis. Upon completion of this assignment, the staff was asked to rate the importance of each of the tasks they perform on a scale of "Least Important," "Moderately Important" or "Very Important," as well as indicating whether or not each specific task they perform was included in their job description. Additionally, they were asked to highlight those areas (specific tasks) they felt they needed additional help in performing. A summary sheet was used to record the total number of actual hours spent performing each of the ten functions, and the respondents were asked to record what they deemed as "desired hours" for these same function areas. They were encouraged to record desired hours based on how they felt their time could be most effectively and efficiently utilized. The majority of respondents did not indicate a significant

difference between actual and desired hours, therefore, a separate analysis for this aspect of the survey is not presented. Admittedly, the completion of the survey instrument was a difficult, thought provoking assignment, requiring conscientious effort. Many of the respondents indicated that it was a personally worthwhile effort since it gave them a clearer insight on what their job entails.

A total of 316 survey instruments were completed by the secretarial/clerical/accounting staff. Of this number, 206 were categorized as secretaries, 66 were categorized as clerical and 44 were categorized as accounting clerks. The secretarial category includes the job titles of secretary and stenographer. The clerical category includes such job titles as; clerical, clerical aide, receptionist, bookstore clerk and press operator. The accounting category includes such job titles as; accountant, accounting clerk, bookkeeper and purchasing clerk. The number of survey respondents by school classification is as follows:

Class 1 -	75
Class 2 -	80
Class 3 -	134
Class 4 -	9
Class 5 -	18

In addition to the job analysis survey, personal interviews were conducted with a selected secretary at each of the facilities. The results of both the survey instrument and personal interviews will be presented in the following pages.

Analysis of Survey Results

Table 4.1 identifies the average percent of time as well as the average hours spent performing the ten functions relevant to the secretarial/clerical/accounting positions. The specific analysis of the tasks that relate to each function can be observed in Appendix E. This appendix contains separate tables for each of the three categories, i.e., secretarial/clerical/accounting, which depict the analysis relating to the percentage of time spent on each of the tasks. Also expressed in

the appendix tables is the analysis of how each person related their feeling of importance to each specific task that they perform, as well as whether they felt the tasks they perform are included in their present job descriptions. The N's vary according to the number of people who responded specifically to the importance and inclusion factors. This in-depth analysis of each task will be used in writing job descriptions. The information presented in the appendices will also serve as a norm for comparisons at both the State and local levels.

In examining the data in Table 4.1, it is significant to recognize that the ten functions were comprised of varying numbers of specific tasks.

The function, "Organizing/Planning/Coordinating," consisted of eight tasks. The tables in the appendix reveal that the greatest number of secretaries responding to this function reported spending time performing the tasks of "Schedule appointments" and "Notify/remind participants of meetings." The close proximity of time spent between the three categories of secretarial/clerical/accounting clerks, on this function, is attributable to the inclusion of a task related to the organization/maintenance of the book store. Most of the time spent by the clerical and accounting staff, under this function, was performing this particular task.

Of the eight tasks included within the function, "Supervising and Implementing," the tasks of "Meet with administrators/supervisors to procure decisions/directions" and "Secure quotations/prepare requests for supplies/equipment," were reported as consuming the most time for all three categories.

The function, "Receiving and Communicating" consisted of ten tasks, and is obviously the most time-consuming function for the secretarial and clerical staff, comprising 27% of the average secretarial time and 28% of the average clerical time.

Table 4.1

CURRENT STATUS PROFILE FOR SECRETARIAL/CLERICAL/ACCOUNTING
PERCENT OF TIME AND AVERAGE HOURS SPENT PERFORMING FUNCTIONS

FUNCTION	SECRETARIAL		CLERICAL		ACCT. CLERK	
	%	HRS	%	HRS	%	HRS
A. Organizing/Planning/Coordinating	3	55	3	55	2	37
B. Supervising and Implementing	4	74	2	37	5	92
C. Receiving and Communicating	27	496	28	515	9	166
D. Handling Mail	4	74	6	111	2	37
E. Clerical Activities	18	331	22	405	12	221
F. Stenographic	20	368	17	313	7	129
G. Maintaining and Processing Student Records	11	202	11	202	3	55
H. Maintaining and Processing Operating & Administrative Records	4	74	3	55	6	110
I. Receiving and Disbursing Funds	5	92	5	92	26	478
J. Accounting/Bookkeeping	4	74	3	55	28	515

The appendix tables reveal a significant amount of time being spent on the task "Receive/direct telephone calls." Additional telephone related tasks were included within this function as well as receptionist related tasks. The significant percentage of time spent performing this function, by all three categories of staff, coincides with the responses received in the personal interviews, which identified a need, by many schools, to have an additional person assigned to telephone answering/receptionist duties. Since the total "average" hours reported in Table 4.1 for all three categories of personnel amount to 1177 hours or 64% of the 1840 considered to be the average hours worked in a year, it is conceivable that a need for such a position could exist in some schools.

Four tasks were identified with the function "Handling Mail." The majority of time spent performing this function was on the tasks "Process outgoing mail/packages" and "Receive/distribute mail/deliveries," as reported by all three categories of personnel.

The function, "Clerical Activities," included 17 non-typing tasks. As would be expected, this function required a significant portion of the secretarial and clerical time. The varying percentages of time spent performing each specific task corresponds with the diversity of the tasks included within this function.

The largest number of tasks (19) were included within the function "Stenographic." Since most of the typing tasks were under this function it is logical that these tasks would comprise a considerable portion of the secretarial and clerical time. The fact that secretaries and clerical staff spend less time performing the functions of "Clerical Activities" and "Stenographic" than they do performing the function of "Receiving and Communicating," may not have been expected.

In performing the eight tasks identified with the function "Maintaining and Processing Student Records," secretaries and clerical staff, on the average, expend an equal amount of time (11%). Of the ten functions included on the survey, this function ranks fourth in terms of the secretarial and clerical time spent.

On the average, the accounting staff reported spending more time performing the 11 tasks included within the function "Maintaining and Processing Operating and Administrative Records" than the secretarial and clerical staff. This is largely due to the inclusion of finance/budget related tasks.

Thirteen tasks are identified with the function "Receiving and Disbursing Funds," and it is not surprising that the average percent of the accounting staff's time spent performing this function is 26%. This is the second greatest time-consuming function performed by the accounting staff. In addition to tasks of actual receipt or disbursement of funds, this function includes tasks related to the preparation and verification of information for receipt or disbursement of funds.

The "Accounting/Bookkeeping" function is comprised of 12 tasks which utilize 28% of the accounting staff's time. The tasks most responsible for the consumption of secretarial and clerical time are those related to student accounts.

Identification of Tasks Needing Additional Help

Upon completion of the survey instrument, the secretarial/clerical/accounting staff was instructed to review the tasks they performed and select specific tasks they felt they could use additional help in performing. Additional help, for this purpose, was defined as not necessarily an additional person but possibly additional time for the respondent to perform these tasks. The secretarial/clerical/accounting staff were instructed to limit their selection of tasks to a maximum of five. No priority ranking of these tasks was attempted.

Of the 316 respondents, 77 did not specify any particular tasks they felt they needed additional help in performing. Fifty two others identified fewer than five tasks. The specific tasks most frequently reported as needing additional help in performing are identified in Table 4.2.

Table 4.2

TASKS REPORTED MOST FREQUENTLY AS NEEDING ADDITIONAL HELP

FREQUENCY	SECRETARIAL/CLERICAL/ACCOUNTING TASKS
83	Receive/direct telephone calls
48	Answer students' inquiries
38	Prepare/maintain student records
30	Assist students in registration
29	Greet/direct visitors
23	Prepare/process purchase orders/requisitions
23	Type letters/memoranda

Of the tasks identified above, three are within the broad-based function of "Receiving and Communicating" specifically, "Receive/direct telephone calls," "Answer students' inquiries" and "Greet/direct visitors." Two of the tasks identified in Table 4.2 are within the broad-based function of "Maintaining and Processing Student Records," one is within the broad-based function of "Clerical Activities" and one is within the broad-based function of "Stenographic."

It is significant to observe the high percentage (26% of 316 respondents) who identified the specific task of "Receive/direct telephone calls" as a task needing additional help. Also significant is the fact that three of the seven most frequently identified tasks are under the function "Receiving and Communicating."

Analysis of Personal Interviews

In addition to the survey instrument administered to each secretarial/clerical/accounting staff member, personal interviews were conducted at each of the 29 vocational-technical facilities. The interview guide used for this purpose is included in this report as Appendix B. At each of the sites, the Vocational Director was asked to select the individual secretary deemed most capable of responding to a personal interview. In most cases, the person selected was the secretary to the Vocational Director. In a few instances, more than one person participated in the interview session and the consensus of their replies was recorded. The interviewees were assured of the confidentiality of their responses, which are presented in the following pages.

The first three questions dealt with the selection of secretaries, specifically, "Who selects the secretaries (Director, Etc.)?", "Are secretaries selected on the basis of their qualifications for the particular position they are to fill?" and "Are recommendations from reliable sources carefully and confidentially examined?" Nineteen respondents indicated that more than one person is involved in the selection/approval of secretaries. The individuals most frequently mentioned as having involvement in the selection were the Director with Coordinators/Immediate Supervisors, by 15 respondents. Seven schools named only the Director as being involved in the selection process (except for selection of CETA secretaries). Included with these seven responses were all three of the Junior Colleges. Overall, 26 respondents indicated that the Director has some involvement in either the selection or approval of secretaries. "Yes" was the response of 26 schools in reference to the question regarding whether secretaries are selected on the basis of their qualifications for the particular position they are to fill. The other replies to this question were "No," "Sometimes" and "Friends/relatives are often the basis for hiring." Regarding the examination of

recommendations from reliable sources, 22 responded "Yes," two responded "No," one responded "Don't know" and the other four respondents replied, "Sometimes," "Not often," "Not always" and "Seldom - most applicants are school graduates."

The next four questions on the interview solicited information regarding salaries. Eighteen respondents replied "No" to the question, "Do salaries provide for appropriate standards of living in terms of the socioeconomic standards in the community?" Many of the affirmative answers were qualified with comments such as; "area is low," "low compared to national," "yes except for beginners" and "yes for some, but not for all." To the question, "Is the initial salary determined by the amount of training and experience of candidates?" the majority of respondents (21) replied "No." It is worth noting, however, that all three of the Class 1 schools responded "Yes" to this question. The other five "Yes" responses were all from schools in the Class 3 category. "Is a definite salary schedule in effect?" received 24 affirmative responses with all of the Class 1, 4 and 5 schools replying "Yes." To the question "Is the salary schedule sufficiently flexible to allow for cases of unusual merit in order to recognize high qualifications or excellence of service records?" the majority of respondents (22) replied "No." The five respondents who indicated that a definite salary schedule was not in effect, accordingly replied "No" to this question.

Eighteen respondents replied "No" to the question, "Is tenure provided after a successful probationary period?" Included in the "Yes" responses were comments such as, "there is no probationary period, they are tenured immediately" and "legally there is not tenure, but it would probably be accepted as such."

When the interviewees were asked the number of days per year secretaries are allowed to be absent from school duties without loss of pay, diverse responses were received. One school indicated that while there was no policy for sick

leave or personal days, no one took advantage of the situation. The number of days allowed absent for personal illness/personal days ranged from a low of one day to a high of 18 days. The average range was from 10 to 15 days with 18 of the respondents falling into this group. The majority of the individuals interviewed (23) indicated they have from 10 to 15 vacation days a year. The overall range for vacation days was from four to 24 days. The average number of paid holidays also fell in the 10 to 15 days a year category with 11 respondents so indicating. The minimum number of paid holiday days reported was 5 and the maximum reported was 22. The secretaries interviewed were also asked if sick leave was allowed to accumulate and if so, what was the maximum number of days allowed to accumulate. The vast majority (25) reported that sick leave is allowed to accumulate. Three schools reported "No" and one school reported that they have no policy on sick leave. The number of days reported as being allowed to accumulate ranged from 30 to 180.

The respondents were almost equally divided in their replies to the question "Are in-service training programs provided?" with 14 "Yes" replies and 15 "No" replies. Many of the yes respondents qualified their answers with comments such as; "on an irregular basis," "Not formal programs," "occasionally" and "not usually."

When asked who writes the job descriptions for the secretarial/clerical/accounting staff, the majority of respondents indicated that more than one person is involved. The individuals most frequently mentioned as having involvement were; the person holding the position with approval of administrator(s), Director and other administrators, Director and immediate supervisor/coordinators. Fifteen of the respondents indicated that the Director is involved either in writing or approving job descriptions.

Table 4.3 indicates the responses to the question "If you had the opportunity to increase one secretary, what two or three main tasks would that person perform?"

It is significant to observe that 12 schools reported a need to have an individual answer phones and/or perform receptionist duties. What must be considered is the fact that some schools may already have positions designated for performing these tasks, otherwise the responses indicating this need may have been even higher.

A review of the organizational charts for the vocational facilities did not provide specific information to enable the determination of the number of schools that currently have switchboard or receptionist positions. The need for additional help to provide clerical assistance to instructors is also significant, as indicated by ten respondents. All three of the Class 4 schools (Junior Colleges) reported that an additional secretary would perform tasks related to assisting instructors.

When the reverse question was asked, "If by chance you had to decrease a secretary, what task would you decrease?" the most frequently received response was that no task could be decreased, by 11 respondents. Eight respondents indicated that clerical assistance to instructors would be decreased. When considering in the previous question that ten schools replied that an additional secretary would provide clerical assistance to instructors it appears likely that the amount of clerical assistance provided to instructors is contingent on the availability of secretarial/clerical/accounting staff. Table 4.4 indicates the responses to this question.

The responses to the question, "Describe the major deficiencies (related to staffing) of the school's secretarial/clerical/accounting operations:" are revealed in Table 4.5. The need for additional help was mentioned by 20 of the respondents. While various needs were identified, it should be noted that of the 20 respondents,

Table 4.3

SECRETARY INTERVIEW

IF YOU HAD THE OPPORTUNITY TO INCREASE ONE SECRETARY, WHAT TWO OR THREE MAIN TASKS WOULD THAT PERSON PERFORM?

Response	CLASSIFICATION OF SCHOOL BY FULL-TIME DAY ENROLLMENT					Total Responses*
	1	2	3	4	5	
	N	N	N	N	N	N
Switchboard/answer phones	2	3	6	-	1	12
Receptionist duties	1	3	8	-	-	12
Clerical assistance for instructors	1	1	5	3	-	10
General clerical	-	3	1	-	1	5
Evening clerical help	-	1	3	-	-	4
Book room help	-	-	3	-	-	3
Admissions	1	-	2	-	-	3
Accounting/bookkeeping	-	1	1	-	-	2
Job Placement	-	-	1	-	1	2
Maintenance of files	-	-	2	-	-	2
Student records	-	-	-	1	1	2
Purchasing/requisitions	-	1	1	-	-	2
Off-campus support	-	-	2	-	-	2

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*Totals are greater than N since each school gave more than one response.

Table 4.

SECRETARY INTERVIEW

IF BY CHANCE YOU HAD TO DECREASE A SECRETARY, WHAT TASK
WOULD YOU DECREASE?

Response	CLASSIFICATION OF SCHOOL BY FULL-TIME DAY ENROLLMENT					Total Responses*
	1	2	3	4	5	
	N	N	N	N	N	N
Cannot decrease	2	3	5	1	-	11
Clerical assistance for instructors	-	1	4	2	1	8
Evening clerical help	-	1	1	-	1	3
Receptionist duties	-	1	-	-	-	1
Staff/student information reports	1	-	-	-	-	1
Monitoring program budgets	-	-	1	-	-	1
Checking accuracy of work	-	-	1	-	-	1
Accounting/bookkeeping	-	-	1	-	-	1
Reassign GED duties	-	-	1	-	-	1
Paperwork for teacher certification	-	-	1	-	-	1
Industrial Coordinator's secretarial tasks	-	-	1	-	-	1
Coordinators would have to assume clerical duties	-	-	1	-	-	1
Financial aid records	-	-	1	-	-	1
General clerical	-	-	1	-	-	1
Don't know	-	-	1	-	-	1

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*Totals are greater than N since some schools gave more than one response.

four specifically identified a need for someone to answer phones and direct calls, and three specifically identified a need for someone to perform receptionist duties. Regarding the work distribution deficiency, it was pointed out that often times there is a duplication of effort which causes confusion. It was suggested that a Business Office Manager would be beneficial in coordinating/supervising the efforts of the secretarial/clerical/accounting staff. Low morale and the high turnover of secretarial/clerical/accounting staff were considered to be an effect of the low salaries. While most schools valued the assistance of CETA and PSE staff and are concerned about their inability to function effectively if these positions are lost, they also expressed the fact that it is time consuming to train these people, and by the time they're adequately trained, they will leave. Resentment of CETA secretaries was revealed in a few instances, largely because some CETA secretaries make more money than State paid secretaries. "We train the CETA secretaries and then they make more money than we make" was heard on many occasions. This leads to a sensitive morale problem.

The last question discussed with the interviewees pursued their recommendations for improvement. The responses to this question are presented in Table 4.6. Again, the need for additional help surfaced as the primary recommendation for improvement, by 19 respondents. While some respondents did not specify particular areas of need, others reported more than one area that would benefit from additional help. The specific areas that were identified are; answering phones, receptionist duties, assistance to instructors, business manager, executive secretary, evening clerical, financial aid records, admissions, accounting, secretary for library, short-term secretary and record/equipment keeping. Remarks related to the need for improved salaries included suggestions that secretaries be paid on the State merit system and rated on how well they perform their job, that secretaries be paid according to their assigned responsibilities and that improved benefits would help offset low

Table 4.5

SECRETARY INTERVIEW

DESCRIBE THE MAJOR DEFICIENCIES (RELATED TO STAFFING) OF THE SCHOOL'S
SECRETARIAL/CLERICAL/ACCOUNTING OPERATIONS:

Response	CLASSIFICATION OF SCHOOL BY FULL-TIME DAY ENROLLMENT					Total Responses*
	1	2	3	4	5	
	N	N	N	N	N	N
Need additional help	2	2	11	4	1	20
Need reorganization of work distribution	-	2	1	-	1	4
Low salaries	-	2	1	-	-	3
No major deficiencies	-	-	3	-	-	3
Low morale	-	2	-	-	-	2
Reorganize work area/floor plan	-	1	1	-	-	2
Need better supervision of S/C/A	1	-	-	-	-	1
High turnover of S/C/A staff	-	1	-	-	-	1
Improved benefits	-	1	-	-	-	1
Lack of cooperation among S/C/A	-	1	-	-	-	1
Need on-site bookkeeping facilities	-	-	1	-	-	1

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*Totals are greater than N since some schools gave more than one response.

Table 4.6

SECRETARY INTERVIEW

RECOMMENDATIONS FOR IMPROVEMENT:

Response	CLASSIFICATION OF SCHOOL BY FULL-TIME DAY ENROLLMENT					Total Responses*
	1	2	3	4	5	
	N	N	N	N	N	N
Additional help	3	4	8	3	1	19
Improved salaries	1	4	3	1	-	9
Improved benefits	1	2	2	-	-	5
Staff development/in-service	-	1	3	-	-	4
Reorganize work area/floor plan	-	-	3	-	1	4
Better work distribution	-	1	1	-	1	3
Work incentive plan	1	1	-	-	-	2
Improve morale	-	1	1	-	-	2
None	1	-	1	-	-	2
Revise job descriptions	-	-	1	-	-	1
Set qualifications for hiring	-	-	1	-	-	1
On-site bookkeeping facilities	-	-	1	-	-	1
Contracts for S/C/A staff	-	-	1	-	-	1
Assistance from coordinators	-	-	1	-	-	1

55

*Totals are greater than N since some schools gave more than one response.

salaries. It was also indicated that reorganization of the work area/floor plan as well as reorganization of work distribution would contribute to a more efficient operation. Reasons given for low morale included that secretaries feel they are taken advantage of, would like to be treated similar to certified personnel and would like to be treated like professionals instead of janitors.

Workload Quantifiers

The Directors and other Administrators were given an opportunity to respond to an "Interview Schedule" which solicited additional information relevant to the staffing of noninstructional personnel. Included on this instrument was a request for them to prioritize eight workload quantifiers in reference to importance in determining the staffing needs for the secretarial/clerical/accounting personnel. The results of this prioritization are illustrated in Table 4.7.

The quantifier most frequently reported as being most important in determining the staffing needs of secretarial/clerical/accounting personnel was "Student Enrollment" by 33% of the Directors and 50% of the other Administrators. "Number of Instructors" was the quantifier, prioritized as most important, by the second largest percentage of Directors and other Administrators.

The Directors and other Administrators differed in their second choice quantifier, with 33% of the Directors indicating "Number of Instructors" and 30% of the other administrators indicating "Number of Regular Programs Offered."

A discrepancy between Directors and other Administrators is also evident in their prioritization of third choice quantifier, with 28% of the Directors reporting "Number of Special Programs Offered (CETA, Quick-start, etc.)" and 20% of the other Administrators reporting "Size of Budget."

Obviously, both Directors and other Administrators agree that "Accreditation Status" is unimportant in judging the staffing needs of secretarial/clerical/accounting personnel, as evidenced by the eighth ranking priority by 50% of the Directors and 51% of other Administrators.

In reviewing the data presented in Table 4.7 it seems apparent that the Directors and other Administrators place varying degrees of importance on the priority of the eight workload quantifiers.

Table 4.7

ANALYSIS OF SECRETARIAL/CLERICAL WORKLOAD QUANTIFIERS AS EXPRESSED
BY VOCATIONAL DIRECTOR AND ALL OTHER ADMINISTRATORS

QUANTIFIERS	1		2		3		4		5		6		7		8	
	Dir %	Adm %	Dir %	Adm %	Dir %	Adm %	Dir %	Adm %	Dir %	Adm %	Dir %	Adm %	Dir %	Adm %	Dir %	Adm %
1. Student Enrollment	33	50	22	21	17	9	11	10	6	8	0	0	0	2	11	1
2. FTE Enrollment	17	4	11	14	17	19	28	28	17	14	6	11	0	4	6	6
3. Number of Instructors	28	21	33	26	11	19	17	10	6	18	0	4	6	1	0	0
4. Number of Regular Programs Offered	17	10	28	30	17	17	22	23	17	18	0	2	0	1	0	0
5. Number of Special Programs Offered (CETA, Quick-start, etc.)	6	6	0	6	28	14	17	21	33	21	0	14	6	9	11	9
6. Accreditation Status	0	1	0	0	0	1	0	1	6	3	17	10	28	33	50	51
7. Size of Physical Plant & Grounds	0	3	0	1	6	3	6	3	6	7	28	26	39	30	17	28
8. Size of Budget	0	6	6	4	6	20	0	4	11	10	50	32	22	21	6	4
154																155

CHAPTER V

CUSTODIAL/MAINTENANCE/SECURITY PERSONNEL

All custodial/maintenance/security personnel were asked to respond to a detailed survey instrument similar in nature to those for the administrative and secretarial staff members. The instrument was designed to allow each individual to analyze their job responsibilities in terms of the amount of time they actually spend performing various tasks. In addition to this time estimate which focused on tasks from nine predefined functional areas, background information was also collected and a summary sheet was included. A copy of the instrument is included in Appendix B.

The custodial/maintenance/security staff from each school met as a group with an AEC staff member to first review, and then to complete the instrument. During the review process, the representative from AEC read each task to the group and asked the individuals to check those tasks for which they held responsibility. This process helped to identify those individuals who might later have problems completing the form because of reading deficiencies. In a number of cases, reading was a problem and the process of data collection was probably more individualized for this group than any of the others. In many schools an administrator, who was familiar with the staff members helped to supervise this data collection process.

The custodial/maintenance/security personnel were instructed to record the time spent performing each task on the instrument over a one-year period. Each person then balanced these hours to the actual number of hours that they worked in a year. For analytical purposes, the data was all prorated to a 1840-hour base. After completing the number of hours spent on each task, and balancing with assistance in most cases their totals, staff members were asked to rate the importance

of each of the tasks they performed on a basis of "Least Important," "Moderately Important," and "Most Important." As a final step, the respondents were asked to indicate whether or not each specific task was included in their job description. Finally, the individuals were instructed to record the desired number of hours that they felt should be spent in successfully completing each of the nine functional areas of their job. In the majority of cases, this was either left blank or made to equal the actual number of hours. Given the effort required to complete the other parts of the form, a decision was made not to press harder for this information and it therefore has been excluded from the analysis.

Generally, at the beginning of the sessions with the custodial/maintenance/security personnel, there was some hesitancy about completing the forms, but as the meetings proceeded, a more relaxed and cooperative atmosphere was noted.

Forms were completed by a total of 235 custodial/maintenance/security personnel. Of these, 164 people listed themselves as custodians; 46 as maintenance workers, and 25 as security personnel. An analysis of the functions of these three groups by percent of time and average hours is presented in Table 5.1.

Table 5.1

CURRENT STATUS PROFILE FOR CUSTODIAL/MAINTENANCE/SECURITY
PERCENT OF TIME AND AVERAGE HOURS SPENT PERFORMING FUNCTIONS

FUNCTION	CUSTODIAL		MAINTENANCE		SECURITY	
	%	HRS	%	HRS	%	HRS
A. Maintaining Grounds	11	202	12	221	1	18
B. Maintaining & Repairing Equipment and Facilities	8	147	51	938	2	37
C. Ordering, Receiving, Assembling, Preparing Supplies & Equipment	4	74	11	202	-	-
D. Disposing of Rubbish & Waste Materials	11	202	4	73	-	-
E. Cleaning & Maintaining Fixed Surfaces	37	681	9	166	-	-
F. Cleaning & Maintaining Furniture, Fixtures & Equipment	24	442	4	73	-	-
G. Supervising & Coordinating	2	37	7	129	3	55
H. Maintaining Building Security	3	55	2	37	38	699
I. Acting as Security Guard	-	-	-	-	56	1031

In reviewing this table, it can be noted that the custodians spend the highest percentage of their time (37%) completing tasks in Function E - "Cleaning and Maintaining Fixed Surfaces." This percentage would be equivalent to spending 681 hours a year on this function. The specific tasks that were highlighted by the greatest number of individuals were as one might expect, sweeping, dry mopping and/or vacuuming hall and classroom floors. The second most time-consuming area for custodians was entitled "Cleaning and Maintaining Furniture, Fixtures and Equipment." The most common task under this function was cleaning rest rooms. Two functional areas were equal as to the next highest percentage of time spent by custodians; "Maintaining Grounds" and "Disposing Of Rubbish and Waste Materials." The most prevalent task under each area dealt with removal of trash and debris from first, outside, and then inside the building.

Review of the second column relating to maintenance personnel, indicates that the majority of their time (51%) is spent doing the tasks of Function B - "Maintaining and Repairing Equipment and Facilities." The first three tasks were the most prevalent in this function. These included inspecting, servicing and/or repairing mechanical, plumbing, and electrical systems or equipment. The second most predominant area was "Maintaining Grounds" with the majority of work in this area related to the removal of trash and debris from the outside of the building, and cutting grass. The third most time-consuming functional area for maintenance personnel was under Function C - "Ordering, Receiving, Assembling, Preparing Supplies and Equipment." The most demanding tasks in this area was driving the school truck and loading and unloading supplies.

In reviewing the security personnel hours, the two most demanding functional areas as might be expected, were "Acting as a Security Guard" and "Maintaining Building Security."

The specific analysis of the tasks that relate to each function for these three groups of people are presented in Appendix F. These separate tables contain the analysis relating the percentage of time spent on each of the tasks to the number of people reported performing the task. Also indicated is the analysis of how each person related their feeling of importance to each specific task performed, as well as whether they felt the task they perform was included as part of their job description. The N's vary according to the number of people who responded specifically to the importance and inclusion factors. This indepth analyses of each task will be used in writing job descriptions. The information presented in the Appendices can also serve as a norm for comparisons at both the State and local levels.

In addition to the survey administered to each custodial/maintenance/security staff member, personal interviews were conducted with the custodial and/or maintenance supervisor at each institution. In some cases, this entailed a joint interview with two people and in a few instances an administrator who serves as the director of the custodial staff was interviewed. The interview form which was utilized consisted of 19 questions. (See Appendix B). A copy of the form was distributed to those to be interviewed a day in advance in order that they could be prepared to answer each question. The responses to the questions are summarized in the following paragraphs.

The first 3 questions dealt with information concerning the hiring of employees. Question 1 queried whether or not staff members were selected on the basis of their qualifications. Seventeen of the 23 persons responding said that they were selected on the basis of their qualifications. Three others indicated that staff selection was accomplished through a central or county personnel office and they were unsure as to how individuals were chosen.

Question 2 asked whether the custodial or maintenance director actually had a part in the selection and assignment of staff members. Fifteen individuals responded to this question in the affirmative. In most cases, there was an indication that their recommendation was accepted and acted upon by the director of the schools.

The responses to Question 3 indicated that 22 of the 23 respondents felt that reliable sources were carefully and confidentially examined during the hiring process. Only one respondent indicated that recommendations were not checked.

The next four questions focused on salary related information. Sixteen of 24 respondents to this question felt that salaries did not provide for an appropriate standard of living in terms of socio-economic standards of the community. When further questioned as to whether the initial salary of staff members was determined by their amount of training and experience, only 21% responded in the affirmative. When asked as to whether a definite salary schedule including regular increments was in effect, only 14 people responded "yes." Only five, however, saw the schedule as being flexible enough to allow for cases of unusual merit to be rewarded.

The next question asked whether tenure was provided after a successful probationary period. Ten of those interviewed, said that it was. The others knew of no tenure, but in most cases, they indicated that lay offs had not been a problem.

The answers to the next question which dealt with the number of personal illness days, vacation days and holidays allowed without a loss of pay, provided very little consensus. The number of personal illness days ranged from three to 24, with the total number allowed to accumulate ranging from 12 to 120. Vacation days, likewise, fluctuated from five to 21. These fluctuations were due to differences in school policies. The number of holidays received ranged from three to 17.

The next question asked whether custodians used equipment and supplies efficiently and economically. Only one negative answer was reported to this question. Likewise, when queried as to whether staff members give special attention to conditions affecting health and safety, all respondents indicated in the affirmative. Seventy-four percent of the respondents indicated that in-service programs were available for their staff members, and a 100% positive response was received when they were asked if new staff members were particularly alert to the prevention of accidents.

When asked who writes the job descriptions, a variety of answers were provided. Thirteen respondents listed administrators and seven others named the head custodian as having this responsibility. In most cases, it was mentioned that the director had the final responsibility for approving the job descriptions.

The next question asked "If you had the opportunity to increase one custodial/maintenance/security person, what two or three main tasks would that person perform?" Predictably, from this type of an open-ended question, a variety of responses were received. Those tasks listed more than once are presented in Table 5.2.

Table 5.2

CUSTODIAN INTERVIEW

IF YOU HAD THE OPPORTUNITY TO INCREASE ONE CUSTODIAL/MAINTENANCE/
SECURITY PERSON, WHAT TWO OR THREE MAIN TASKS WOULD THAT PERSON PERFORM?

RESPONSE	N
1. General Maintenance	13
2. Sweeping/Scrubbing Floors	3
3. Cleaning Restrooms	3
4. Outside Maintenance	3
5. Security	3
6. Cleaning Walls	2
7. Supervising	2

It can be noted that all the tasks listed are those that are presently taking a large proportion of staff time. The "General Maintenance" task which stands out from all the rest was presented by the respondents as the need for someone to perform minor repairs, both inside and outside the school buildings. (It was noted that more help in this area could be seen as a preventative measure which would then serve to lessen the work load and future costs.)

Question 17 which presented a reverse situation asked "If by chance you had to decrease a custodial/maintenance/security person, what tasks would you decrease?"

Those options which were selected by more than one respondent are listed in Table 5.3.

Table 5.3

CUSTODIAN INTERVIEW

IF BY CHANCE YOU HAD TO DECREASE A CUSTODIAL/MAINTENANCE/
SECURITY PERSON, WHAT TASKS WOULD YOU DECREASE?

RESPONSE	N
1. Cleaning Classrooms	10
2. Maintenance of the Grounds	5
3. Cleaning Restrooms	3
4. General Maintenance	2
5. Laundry and Kitchen Duties	2

The general feeling of the respondents to this question was not that tasks could be omitted altogether, but such things as cleaning classrooms and restrooms, as well as maintenance of grounds would have to be done less often. Many respondents were hesitant even to answer a question dealing with a decrease in the number of staff, and care had to be taken to emphasize that this was purely a hypothetical situation in order to capture their reaction.

A greater consensus of response was noted when the respondents were asked to "Describe the major deficiencies (related to staffing) of the school's custodial/maintenance/security operations?" Three categories can be used to summarize the responses to this question. These included lack of trained personnel, the need for additional personnel in the custodial/maintenance/security areas, and the need for funds for better salaries and additional supplies. The respondents often related the lack of trained personnel to the lack of funds. They felt that if salaries were higher, they could attract a better prepared individual and thus have their operations run more efficiently.

In closing the interview session, the respondents were asked to provide any recommendations that they might make for further improvement. Again, a variety of responses were given and those that are mentioned by more than one individual are presented in Table 5.4.

Table 5.4

CUSTODIAN INTERVIEW
RECOMMENDATIONS FOR IMPROVEMENT

RESPONSE	N
1. Additional Maintenance Personnel	6
2. More Night Custodians to Clean After Students Leave	5
3. Higher Salaries and Merit Pay	4
4. More Help	4
5. Additional Personnel for Grounds Maintenance	2
6. More Supervision	2

In examining this table, it can be noted that four of the six items deal strictly with the addition of more staff.

The final item of information collected concerning the custodial/maintenance/security staff was gathered from administrators. This information related specifically to work load quantifiers that should be used to determine staff size. A summary of their responses is presented in Table 5.5.

Table 5.5

**ANALYSIS OF MAINTENANCE/CUSTODIAL WORK LOAD QUANTIFIERS AS EXPRESSED
BY VOCATIONAL DIRECTOR AND ALL OTHER ADMINISTRATORS**

QUANTIFIERS	1		2		3		4		5		6		7		8	
	Dir %	Adm %	Dir %	Adm %	Dir %	Adm %	Dir %	Adm %	Dir %	Adm %	Dir %	Adm %	Dir %	Adm %	Dir %	Adm %
1. Student Enrollment	6	5	39	37	17	20	17	13	6	17	6	2	11	6	0	0
2. FTE Enrollment	6	16	11	7	39	24	6	9	17	18	6	11	0	11	17	5
3. Number of Instruc- tors	6	2	11	7	17	17	39	32	17	19	6	21	6	3	0	0
4. Number of Regular Programs Offered	11	3	17	19	17	17	22	31	22	19	11	10	0	1	0	1
5. Number of Special Programs Offered (CETA, Quick- start, etc.)	0	0	6	1	6	4	0	8	22	14	39	31	28	36	0	6
6. Accreditation Status	0	1	0	1	0	1	11	1	6	4	0	7	22	14	61	72
7. Size of Physical Plant & Grounds	72	72	11	18	0	1	0	1	0	1	0	1	6	3	11	5
8. Size of Budget	0	3	6	11	6	17	6	6	11	9	33	17	28	28	11	10
BASE NUMBER																167

In collecting this information, the administrators were presented with eight possible quantifiers and then asked to rank these from "Most Important" to "Least Important." A summary of the percent of individuals ranking each quantifier from one to eight is presented in Table 5.5.

The percentages were shown for all directors and then for administrators. An examination of this data shows an overwhelming feeling that "Size of Physical Plant and Grounds" is the most important factor in determining the number of individuals needed for custodial/maintenance/security staff. This is supported by 72% of each group.

In reviewing the analysis of how the custodial/maintenance/security staff spend their time, no really outstanding surprises were noted. The custodial group spend most of their time (37%) in "Cleaning and Maintaining Fixed Surfaces." The maintenance group spend 51% of their time in "Maintaining and Repairing Equipment and Facilities" and the security personnel spend 94% of their time in the functions entitled "Acting as a Security Guard" and "Maintaining Building Security."

The personal interviews indicated that in general, custodial/maintenance/security personnel are chosen by qualifications and recommendations are reviewed. However, the custodial supervisors also feel that the salary offered is not high enough to draw well-trained individuals for jobs at most institutions. Likewise, there is a general feeling that experience does not play a major role in determining starting salaries.

The supervisors felt that employees were generally careful about safety procedures and handling equipment. Almost three quarters of the group noted that in-service training was provided for their staff members; however, a number of the respondents indicated that this training was somewhat informally structured.

If the option of additional staffing were available, the supervisors most often chose to supplement the function of "General Maintenance." Conversely, classroom cleaning procedures could be decreased if necessary. Two deficiencies pointed out by the group were the need for more personnel and the lack of trained personnel. The major recommendation for improvement presented by the custodial supervisors was the need for additional staff members. This general overall need for additional staff does not coincide with the data presented in an earlier chapter which summarizes the responses of administrators. The administrators showed a much greater concern for additional secretarial and clerical help than for custodial/maintenance/security staff.

The primary recommendation that might be garnered from all this information is the need for more specialized training of staff. This can only be done after the basic requirements in terms of building and campus size have been met.

CHAPTER VI

TEACHER AIDES AND OTHER NON-INSTRUCTIONAL SERVICE PERSONNEL

Teacher aides were another group surveyed concerning time-spent in tasks, the relative importance of tasks and whether or not these tasks were included in their job description. The survey instrument (Appendix B) is much shorter for this group containing only four functional areas and 52 tasks. The same basic procedure was followed for the teacher aides as was followed for all other groups. The form was first orally reviewed and then individually completed within the group. The aides showed a great variability in the number of hours worked and were therefore instructed to respond in relation to their total number of hours and the data was then prorated to 1840 for analytical purposes.

Unlike the other groups, the analysis of the work load was the only source of data used.

Table 6.1 presents the breakdown by function of how the teacher aides spend their time. The most demanding function was "Instructional Support Activities."

Included in this area were the most time-consuming tasks of "Assist Teacher With Individual Instruction of Students" and "Temporarily Supervise Students in Teacher's Absence."

Table 6.1

CURRENT STATUS PROFILE FOR TEACHER AIDES PERCENT OF TIME AND AVERAGE HOURS SPENT PERFORMING FUNCTIONS

FUNCTION	TEACHER AIDES	
	%	HRS.
A. Secretarial/Clerical Activities	36	662
B. Instructional Support Activities	45	828
C. Maintaining Records	9	166
D. Communicating & Coordinating	10	184

170

Thirty-six percent of the teacher aide's time was reported to be related to the secretarial/clerical activities. The activities most highly stressed in this area included operating the photocopier, collating and stapling materials, and filing and retrieving materials. The other two functions "Communicating and Coordinating" and "Maintaining Records" were reported to take up ten and nine percent of the time respectively. The most commonly performed task under "Communicating and Coordinating" was to place/answer phone calls, whereas maintaining student records was most popular in the other category.

Although the need for teacher aides was mentioned at a number of the schools, it was noted that a larger number of these slots were funded through CETA and other soft-money sources. When the administrators were specifically asked which staff position could be increased, teacher aides was not often mentioned.

Discussions with teachers, however, emphasized this need to a greater degree.

Given this information, it would seem that the overall need for teacher aides positions would be better highlighted in a study focusing on the staffing of instructional positions.

Other Non-Instructional Personnel

In addition to the non-instructional personnel already presented, surveys were completed by individuals holding such positions as House Parent, Food Service Worker, Cook, Nurse and Librarian. These positions are frequently found in very specialized settings, such as North and South Georgia Tech. The analysis of tasks performed by these individuals is being completed as part of the overall writing of job descriptions and organizational outlines. What is to be offered at this time is a summary of those functions that consume the majority of time of the personnel in these positions and the specific tasks that they are actually performing. This analysis is set forth in the following paragraphs.

Cafeteria Manager

It would appear that the Cafeteria Managers spend approximately 40% of their time in the "Ordering/Receiving/Storing/Dispensing Supplies" function. The leading tasks under this function involve menu planning, preparing requisitions/repair orders/and recording food deliveries. The second highest function for the Cafeteria Manager is "Supervising/Coordinating," in which an average of 501 hours is spent annually, representing approximately 27% of the Cafeteria Manager's time. In terms of the supervisory function, the Cafeteria Manager spends the most time performing the "Demonstrate Procedures/Use of Equipment" task. While an average of 92 hours are spent annually in the task "Write/Duplicate/Post Daily Menus," only 46 hours are required annually to "Monitor/Supervise the Work of Food Service/Cafeteria Personnel." The third highest function of the Cafeteria Manager involves "Record Keeping/Reporting." The "Operate Cash Register (Collect Fees)" task requires approximately 230 hours, or approximately 12% of the Cafeteria Manager's time each year.

Cook

The leading function performed by the Cooks is "Preparing Foods/Beverages," which requires 48% of their time. The task at which the cooks spend the majority of their time is "Prepare Uncooked Foods," followed by "Stir/Perform Cooking/Baking Operations," "Measure/Weigh/Mix/Pan According To Recipe/Formula," and "Depan Foods/Arrange For Service." Another 32% of the Cook's time is spent in their second highest function, "Maintaining Equipment/Preparation Service Area." In terms of equipment maintenance, the cooks appear to spend an equal amount of time in two tasks, namely, "Clean/Store Utensils" and "Clean/Store Dishes/Silverware." As with the leading tasks in this function, the second highest task response is equally divided between "Clean Kitchen Surfaces" and "Sanitize

Kitchen Surfaces." The remaining 20% of the cook's efforts are directed towards the "Serving Foods/Beverages" function, with counter service as the most important task performed.

Food Service Worker

Food Service Workers in the residential settings appear to spend approximately 50% of their time in the "Preparing Foods/Beverages" function. Based on the number of respondents, the average annual hours spent in this function is 917, making this the leading function of food service workers. An analysis of the specific tasks performed in the "Preparing Foods/Beverages" function reveals that the task which consumes the most time is "Prepare Uncooked Foods," followed by "Stir/Perform Cooking/Baking Operations," and "Prepare Beverages." The second highest function performed by Food Service Workers in these schools is "Serving Foods/Beverages." Approximately 20% of their time is spent in this function. The leading serving task is to "Fill/Refill Food Supplies (Counter Service)," followed by "Serve Foods/Beverages (Counter Service)." The third highest function of the residential school Food Service Worker is "Maintaining Equipment/Preparation Service Area," which consumes approximately 15% of their time. Three tasks performed in the "Maintaining Equipment/Preparation Service Area" function seem to require equal amounts of attention from these Food Service Workers, namely, "Clean/Store Utensils," "Clean Dining Area Surfaces," and "Clean Service Counter Area." The Food Service Workers at North and South Georgia Tech spend the remaining 15% of their time in other functions ranked according to percentage of time spent as follows: "Ordering/Receiving/Storing/Dispensing," "Record Keeping/Reporting" and "Supervising/Coordinating." The food service employees indicated a desire for additional hours in the recordkeeping and equipment maintenance functions, in the event that they might be given the opportunity to restructure their jobs.

Houseparent

The Houseparents spend approximately 69% of their time in the "Student Affairs" function, performing five tasks of equal importance. These five tasks are: "Advise/Counsel Students," "Instruct/Advise Student On Social Behavior," "Patrol/Monitor Student Behavior," "Mediate Student Discussions/Disagreements" and "Investigate Student Complaints/Requests." The second highest function reported by the Houseparents is "House Maintenance," in which an average of 327 hours is spent on an annual basis. The tasks most performed relating to house maintenance are "Perform security/maintenance checks" and a write-in task, "Monitor janitor." The third highest function of Houseparents involves "House/School Activities" which consume an average of 120 hours out of the 1840 hour year. The most time-consuming tasks here are also write-in responses in the "other" section of the task listings. These tasks are to "Receive and redirect telephone calls" and to "Distribute mail." Presented with the opportunity to redesign their jobs, the Houseparents all indicated no discrepancy between desired and actual hours.

Housekeeper

In a residential school, the Housekeepers appear to spend 75% of their time in the "Maintaining Equipment/Preparation Service Area" function. The leading task, "Clean/Store Utensils," consumes three hours of their time each workday. Two tasks, "Clean kitchen Surfaces" and "Clean/Maintain Garbage/Trash Areas" are second and third in terms of amount of time spent, each requiring one hour daily. The other 25% of the Housekeeper's time is divided equally between the "Preparing Foods/Beverages" and "Serving Foods/Beverages" functions. Specific tasks include "Prepare Beverages" and "Serve Foods/Beverages" from the counters. The Housekeepers indicated a desire to spend ten more hours in the "Preparing Foods/Beverages" function and ten less hours in the "Maintaining Equipment/Preparation Service Area" function.

Laundry Worker

The Laundry Workers spend approximately 38% of their time in the "Machine Wash/Dry Laundry Items" function. Another 32% of the Laundry Worker's day is spent in the "Iron/Press Laundered Items" function. The remaining 30% of the Laundry Worker's day is equally divided among three specific tasks, namely, "Sort/Fold Laundered Items," "Clean/Maintain Laundry Facility" and "Clean/Maintain Laundry Equipment." The Laundry Workers reported spending one-half hour on each of these tasks daily.

School Nurse

School Nurses in a residential setting spend approximately 76% of their time in the "Health Care" function. The leading task performed in the Health Care function is reported to be "Administer care, as ordered by physician," requiring approximately 497 hours annually, and "Dispense Drugs, with Physician's Permission/Order," requiring an average of 460 hours each year. Another 13% of the School Nurse's time is spent in the "Record Keeping/Processing" function. The leading task reported is to "Store/Maintain Supplies/Equipment," which represents an average of four percent of the work day. The remaining 12% of the School Nurse's time is spent in the "Consultation/Counseling" function. The activities involved with "Conferring with/Advising Students" are most frequently cited in terms of the most important task in the counseling function.

CHAPTER VII

TEACHERS

In the general design of the study, Associated Educational Consultants, Inc. was to tap all sources of noninstructional personnel to respond to various types of instruments in which they would indicate what they were presently doing and what, possibly, they should be doing in the future. But, since we are talking about the school setting, it would be very difficult not to include input from the teaching staff on how they feel the noninstructional staff members could facilitate their job.

Thus, AEC met with 116 teachers for approximately one-half hour interviews. The overall conception of the project was explained and the teachers were then asked to fill out a survey indicating how the noninstructional staff could provide additional help in facilitating their job. (See Appendix B.) Once the AEC staff members were at the school, they asked the Vocational Director if he would choose four teachers to participate in this survey. The only stipulation for teacher selection was that they be from four different vocational fields and that they be two male and two female teachers, as well as having experienced and relatively new teachers participate. When asked to indicate the type of program in which they were employed, 107 teachers indicated the regular vocational-technical program; six teachers indicated the adult education program; one CETA program employee; and eight teachers employed in "other programs." The following is a table indicating the teachers chosen by their field:

Table 7.1

TEACHER INTERVIEWS BY VOCATIONAL PROGRAM

Program Area	Number
Business Education	17
Electronics	13
Auto Mechanics	10
Nursing & Medical Office	7
Electricity	6
Marketing	4
Medical Laboratory Assistant	5
Cosmetology	4
Mechanical Technology	4
Drafting	4
Accounting	4
Data Processing	3
Secretarial Science	3
Heating and Air Conditioning	3
Sales Marketing	2
Carpentry	2
Welding	2
Related Math	2
Radio - TV	2
Communication Skills	2
Masonry	2
Business Computer Programming	2
Disadvantaged Specialist	1
Consumer Education	1
Chemical Technology	1
Auto Body & Fender	1
Field Experience	1
Fashion Merchandising	1
Academic Specialist	1
Radiologic Technology	1
Basic Math - Reading	1
Building Trades	1
Industrial Construction	1
Vocational Education	1
Respiratory Therapy	1
TOTAL	116

In the Class 1 Schools, the teachers indicated "Less Required Reports" and "Simply Supply Requisitions For Speedier Service" as the leading ways in which the administrative staff could facilitate their jobs. Although the

response rates are equal for these two categories, "Effective Communications" ranked a close second in importance. In terms of assistance from the secretarial/clerical/accounting staff, the largest teacher response is in the category entitled "Preparation of Instructional Materials for Staff." The second highest response rate reveals a desire for a "Minimum of One Clerical Person Per Department." The teachers then listed "Cleaner Facilities" as the area in which the custodial/maintenance staff might assist them, followed by a request to "Increase Custodial Staff." Other noninstructional staff members who could possibly assist teachers are "Security Guards," followed closely by "Employ More Aides" (Table 7.2).

In the Class 2 Schools, as related in Table 7.3, "Program Orientation for Student Applicants" is the service most requested of the administrative staff by the teachers responding. As in the Class 1 Schools, "Effective Communications" was the second highest request for administrative assistance. The next highest response of the teachers in the Class 2 Schools indicates a perceived need for personnel to "Evaluate and Develop Curriculum." In the secretarial/clerical/accounting staffing area, the largest response registered in "Supervisor for Secretarial/Clerical Staff." These teachers designated a "Minimum of One Clerical Person/Department" as their second highest response, with an "Orientation Program" for the secretarial/clerical/accounting staff and "Preparation of Instructional Materials" as their next highest priorities. "Cleaner Facilities" emerge as the leading response of the teachers in the Class 2 Schools who commented on how the custodial/maintenance staff could assist them in the performance of their teaching duties. The second highest response, "Increase Custodial Supervision," is closely related to the request for "Cleaner Facilities." The largest response concerning other noninstructional staff is to "Employ More Teacher Aides/Adequate Salary," closely followed

Table 7.2

SUMMARY OF TEACHER INTERVIEWS
Class 1 Schools
(2,000 Plus Students/Full-Time Day Enrollment)

QUESTION/Response	Total Responses
1. ADMINISTRATIVE STAFF	
Career guidance for student applicants	2
Curriculum development	1
Effective communications	3
Staff input for policy affecting staff members	1
Simply supply requisitions for speedier service	4
Record and inventory maintenance	1
Follow-up of students	2
Post staff openings	1
Assigned parking for staff	1
Additional administrators	1
Less required reports	4
Inservice in specialty areas	1
2. SECRETARIAL/CLERICAL/ACCOUNTING STAFF	
Attend efficiency seminars	1
Less student workers	1
Preparation of instructional materials for staff	8
Minimum of one clerical person per department	6
Telephone technique training	1
Establish job descriptions	1
Phone call and travel expense recording	1
Secretary salary increases	3
Collection of student data	1
3. CUSTODIAL/MAINTENANCE STAFF	
Cleaner facilities	5
Extermination program	1
Increase custodial staff	3
Less student workers	1
Increase custodial supervision	1
Better repair service	1
More student workers	1
4. OTHER NONINSTRUCTIONAL STAFF (Security, Teacher Aide, etc.)	
Increase health services	2
Employ more aides	4
Increase safety	2
Security guards	5
Expand aides' duties	2

Table 7.3

SUMMARY OF TEACHER INTERVIEWS
Class 2 Schools
(1,000 - 1,999 Students/Full-Time Day Enrollment)

QUESTION/Response	Total Responses
1. ADMINISTRATIVE STAFF	
Increase departmental supervision	1
Evaluate and develop curriculum	4
Competency based education studies	1
Effective communications	5
Increase decision powers/directors	2
Program orientation for student applicants	6
Provide update of teacher certification requirements	2
Inform teachers of pertinent student problems	2
Maintain student quotas	1
Remodel physical plant	2
Hire clinical instructor	1
Less required reports	2
Provide student incentive program	1
Revise supply requisition forms for speedier service	3
Student job placement service	1
Enforce attendance	1
Additional administrators	1
2. SECRETARIAL/CLERICAL/ACCOUNTING STAFF	
Orientation program	5
Efficient mail service system	1
Supervisor for secretarial/clerical staff	8
Student workers	2
Minimum of one clerical person/department	6
Improve record keeping	4
Preparation of instructional materials/staff	5
Eliminate accounting staff from CETA funds	2
3. CUSTODIAL/MAINTENANCE STAFF	
Cleaner facilities	10
Hire competent and able persons	4
Doorway coverings	1
Better repair service	3
Increase custodial supervision	5
Poor maintenance of building temperatures	1
Less student help	1

Table 7.3 (Continued)

SUMMARY OF TEACHER INTERVIEWS
Class 2 Schools
(1,000 - 1,999 Students/Full-Time Day Enrollment)

QUESTION/Response	Total Responses
4. OTHER NONINSTRUCTIONAL STAFF (Security, Teacher Aide, etc.)	
Employ more teacher aides/adequate salary	12
Expand aides' duties	11
Security Guards	6
Eliminate night supervisors	1
Increase safety/parking policies	6
Employ media specialist	3

by "Expand Aides' Duties." Of somewhat less importance are the two categories related to "Security Guards" and "Increase Safety/Parking Policies" in the minds of these teachers. When these two categories are combined, however, they become equal in significance to the leading response in this staffing area.

The leading response in the Class 3 Schools, as related in Table 7.4, regarding the administrative staff is "Effective Leadership/Management." The second highest response is a suggestion to "Revamp Job Descriptions," followed closely by the "Hire More Administrators" category. While the teachers in the larger Class 2 Schools ranked "Recruitment and Orientation of Student Applicants" first in importance, the teachers in the Class 3 Schools relegated "Student Orientation" to fourth place. By far, the largest response from teachers concerning the secretarial/clerical/accounting staff in the Class 3 Schools is "Hire More Clerks/Typists." The second highest response in this staffing area is to "Improve Office Management." This response echoes the sentiments expressed by

Table 7.4

SUMMARY OF TEACHER INTERVIEWS
Class 3 Schools
(999 Students and Less - Full-Time Day Enrollment)

QUESTION/Response	Total Responses
1. ADMINISTRATIVE STAFF	
Job Follow-Up Specialist	2
Hire more administrators	11
Revamp job descriptions	12
Publish equipment budget	1
Recruitment and orientation of student applicants	10
Effective communications	9
Effective leadership/management	16
Increase supervision	5
Provide substitute teachers	1
Student job placement program	6
Student/teacher ratio	3
Enlarge physical plant	3
Evaluate and develop curriculum	2
Learning resource center	1
Provide specialty area update opportunities	1
2. SECRETARIAL/CLERICAL/ACCOUNTING STAFF	
Supervision of staff	2
Mail service system	2
Orientation/staff	4
Hire more clerks/typists	29
Improve office management	12
Preparation of instructional materials for staff	11
Revamp job descriptions	8
Less short-term employees	5
Increase secretarial services	3
Telephone operators	1
Increase salaries	4
3. CUSTODIAL/MAINTENANCE STAFF	
Better management	9
Hire qualified custodians	24
Cleaner facilities	15
More supervision of custodians	11
Better repair service	6
Grounds need landscaping	3
Less student workers	3
Contract-out maintenance	2
Improve maintenance of building temperatures	1

Table 7.4 (Continued)

SUMMARY OF TEACHER INTERVIEWS
Class 3 Schools
(999 Students and Less - Full-Time Day Enrollment)

QUESTION/Response	Total Responses
4. OTHER NONINSTRUCTIONAL STAFF (Security, Teacher Aide, etc.)	
Student pay phone	2
Hire Teacher Aides	29
Work Study Program	1
Securities Guard	15
Hire student workers	2
Substitute nurse	1
Hire Media Specialist	4
Hire service technician	1
Book store	1
Replace and update equipment	2
Workshops/special needs	1

teachers in the Class 2 Schools in their leading response, "Supervisor for Secretary/Clerical Staff." The third highest response, "Preparation of Instructional Materials for Staff" is possibly an extension of the leading suggestion to "Hire More Clerks/Typists," who are normally responsible for assisting in the preparation of instructional materials. In terms of the custodial/maintenance staff, the teachers in the Class 3 Schools indicate "Hire Qualified Custodians" as their leading response. Rather than indicating specific custodial tasks, such as maintenance of building temperatures or groundskeeping, the more general request for "Cleaner Facilities" ranked second in importance. In third and fourth place are two almost identical categories, "More Supervision of Custodians" and the related "Better Management." Like their colleagues in the Class 1 and Class 2 Schools, the largest number of teacher responses realized in the area of other noninstructional support

staff for the Class 3 Schools is in the category "Hire Teacher Aides." followed by a request for "Security Guards."

The teachers in the Junior Colleges (Class 4 Schools), consider a "Convenient Orientation for Student Applicants" to be the most important service which the administration might provide. The primary response concerning the secretarial/clerical/accounting staff is "Hire Clerks/Typists," continuing the high response rate realized in this category in the Class 1, Class 2 and Class 3 Schools. Teachers in the Class 4 Schools listed "Hire Competent Custodians/Adequate Salary" when asked how the custodial/maintenance staff might facilitate their job. Once again, the response "Hire Teacher Aides" ranked first in terms of support services which might be furnished by other noninstructional staff (Table 7.5).

There were three administrative staff categories considered to be of equal importance to teachers in the state-operated, Class 5 Schools, namely, "Effective Communications," "Approve Staff Workshops/Seminars" and "Evaluate Job Descriptions." As in all the other classes of schools, "Hire Clerks/Typists" was the leading response regarding assistance from the secretarial/clerical/accounting staff. As in the Class 1 and Class 2 Schools, "Cleaner Facilities" was the largest response concerning the custodial/maintenance staff. The teachers in the Class 5 Schools viewed two categories, "Extended Library Hours" and "Expand Food Services" as equally important services to be provided by the other noninstructional personnel (Table 7.6)

Table 7.5

SUMMARY OF TEACHER INTERVIEWS
Class 4 Schools
(Junior Colleges - Full-Time Day Enrollment)

QUESTION/Response	Total Responses
1. ADMINISTRATIVE STAFF	
Less conventions	1
Longer office hours	1
Convenient orientation for student applicants	2
Hire administrator	1
Curriculum development	1
Certification and grant assistance	1
Efficient communications	1
2. SECRETARIAL/CLERICAL/ACCOUNTING STAFF	
Hire clerks/typists	6
Advance travel funds	1
Flex-time program	1
Better management	1
Revamp supply requisition policy	2
Mail service system	1
Extend record keeping	1
Hire student secretary	1
3. CUSTODIAL/MAINTENANCE STAFF	
Hire competent custodians/adequate salary	3
Cleaner facilities	2
Uniform adjustments for heating and cooling	1
4. OTHER NONINSTRUCTIONAL STAFF (Security, Teacher Aides, etc.)	
Placement counseling	1
Hire Teacher Aides	4
Hire a Media Specialist	1

Table 7.6

SUMMARY OF TEACHER INTERVIEWS
Class 5 Schools
(State Operated Schools)

QUESTION/Response	Total Responses
1. ADMINISTRATIVE STAFF	
Effective communications	3
Management seminars	1
Approve staff workshops/seminars	3
Promote professional organizations	1
Educational leave policy needed	1
Personnel supervision	1
Less required reports	1
Staff recommendations for new equipment purchases	1
Policy for staff regulations/emphasis on release time	2
Need Student Follow-Up Program	1
Evaluate job descriptions	3
Revamp office areas	1
Positive job placement service	1
Update admissions policies	1
2. SECRETARIAL/CLERICAL/ACCOUNTING STAFF	
Hire clerks/typists	8
Purchase computers/office	3
Provide account of funds/supplies	1
Revamp supply requisition policy	1
Orientation for office staff	1
3. CUSTODIAL/MAINTENANCE STAFF	
Hire competent custodians/adequate salary	1
Cleaner facilities	5
Building maintenance plan	3
Supervision of custodial staff	2
Heat and cooling control of building	1
4. OTHER NONINSTRUCTURAL STAFF (Security, Teacher Aide, etc.)	
Extended library hours	4
Centralize audio-visual department/staff usage	2
Purchase media equipment	1
Expand food services	4
Expanded and assigned parking for staff	1
Hire Teacher Aides	2

CHAPTER VIII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

From the onset of the study, Associated Educational Consultants, Inc. believed there were several approaches to assembling data that would yield direction for analysis of staffing patterns. AEC wanted to analyze what the various groups of noninstructional personnel (administrators/supervisors, secretarial/clerical/accounting, custodial/maintenance/security, teacher aides, and other noninstructional personnel) were doing on their jobs. This basically would establish what AEC will refer to as a "current status profile." By utilizing the current status profiles of noninstructional personnel, AEC was able to analyze data from the various settings (by size of school, urban and rural settings, area and local boards) and will also be able to establish differences between these various vocational school settings.

The broad-base functions that the noninstructional personnel responded to have been analyzed to obtain the dissimilarities that should be considered between the distinctive school settings. The specific tasks that fell within the functions and the importance of each task, as each respondent felt the tasks related to their respective positions, allows for further in-depth analysis of what the noninstructional personnel would like to see happen, not only with their own jobs, but also within their total vocational school setting. This will be referred to as "desired/future profile" and will become quite important to a subsequent element, that of writing job descriptions, as well as to serve as a norm basis for comparison among and between different vocational school settings.

Administrators/Supervisors. It was evident that the figure of 1840 hours used as a common work year presented adjustment difficulties for the respondents, especially the administrators and supervisory personnel. Probably this figure was troublesome for two reasons. In most cases, this was the first time that any of the noninstructional personnel had been asked to analyze their jobs by function and task. Secondly, they were further being asked to incorporate performance of their jobs within a set time frame. It was apparent in most schools that the administrative staff wanted to stipulate that they were working much more than 1840 hours. But, the type of analysis that AEC was conducting gave no alternative to the efficiency of the 1840-hour base. Thus, 1840 hours was used as the base line from which to do comparisons among and between the various noninstructional personnel in all types of vocational school settings.

It is apparent that administrators and supervisors, as well as most other non-instructional personnel, feel a need for reorganization in most school settings and would be most willing to accept such a reorganization. It was also perceived, upon analyzing the organizational charts, not only that most administrators were dissatisfied with their organizational charts, but that these charts had not been updated. Some administrators wanted to decrease the number of administrators, and some wanted to increase the number of administrators. Others felt quite comfortable with the current number of administrators, but were interested in obtaining additional support staff. This expressed desire for additional support staff, especially in the secretarial/clerical area, was quite evident in all vocational settings.

Vocational Directors in the smaller vocational schools had approximately five administrators reporting to them. However, according to the organizational charts of the larger schools, many of those Vocational Directors had an increasing

number of administrators and other noninstructional personnel reporting directly to them. In several schools (those with branch campuses), close to 15 administrators and other noninstructional personnel report directly to the Vocational Director. Without question, this is not the most efficient management. The Vocational Directors indicated that this situation had developed gradually through the years and that they would indeed welcome its modification.

It is somewhat significant that the Vocational Directors functioning in the various vocational school settings revealed different amounts of time devoted to the broad-base functions of their job. It is obvious that the Vocational Directors' duties are too diversified and they try to accomplish too many things within the 12 basic functions. The larger the school, the more multifarious the Director becomes; it is evident that the Vocational Director needs additional help and reorganization within the school setting. All 29 Vocational Directors indicated that they spent the majority of their time dealing with people, finance, attending meetings, and helping the school in the public relations avenue. The Vocational Director clearly indicates a preference for the reduction of time allotted to fiscal management and attending meetings. In the comparison of urban and rural vocational schools, the greatest discrepancy among the Vocational Directors was in the functions of "Finance" and "Personnel." It must be noted that the eight schools which represent the urban setting are schools with very large enrollments. The Vocational Director of an urban school is depicted as spending less time on financial matters than does the Vocational Director of a rural school. On further analysis of the schools' organizational settings, it appears that the urban schools have slightly more staff channeled into fiscal management. Based on personal interviews with the Directors and administrative staffs from all schools, indications are that business management should have a high priority in any

reorganization. The Vocational Directors at both North Georgia Tech and South Georgia Tech revealed that many of their concerns are similar to those of Vocational Directors of the large vocational schools within the State. Directors in both settings spend a great portion of their time dealing with personnel matters. Ideal reorganization in their schools would decrease the amount of time that they spend on personnel matters as well as on fiscal matters. This would allow the Vocational Directors more time to devote to other fields, i.e., "Educational Programs" and "Public Relations," where they feel their time would be better utilized.

All administrators were given the hypothetical opportunity to increase one staff member and were asked to specify what tasks they would have this staff member perform. All classifications of schools, with the exception of the junior colleges, indicated their first preference would be in the field of business administration. Second and third choices varied somewhat among classes of schools, but without question, business management tasks were by far the first selection. Class 1 schools gave indications that they would like additional help in performing tasks in job placement and follow-up, financial aid and counseling. Class 2 schools gave their second choices to the areas of instructional supervision and public relations. Second and third preferences for Class 3 schools were public relations and counseling. Class 5 schools selected public relations as their second choice. The junior colleges (Class 4 schools) gave their first preference in placement and follow-up. Thus, it is apparent that across all schools the tasks that administrators would like to see performed by an additional staff member are those relating to business management, counseling, placement and follow-up, and public relations.

The Coordinators of Post-Secondary Instruction spend the largest amount of their time in the function of "Educational Programs" and "Personnel." Although

less than one-third of their time is currently spent in educational programming, these Coordinators unquestionably wish to spend more time working within the major function of "Educational Programs." The Coordinators of Post-Secondary Instruction indicated, as did the Vocational Directors, that in the larger urban schools more time is now being spent in "Personnel" than they would like and that they are now spending less time in "Educational Programs" than is desirable. The other functions among urban and rural schools are somewhat similar. When analyzing the Coordinators of Post-Secondary Instruction in schools governed by an area board, it appears that the leading functions are "Educational Programs" and "Students," whereas, the Coordinators in schools with a local board spend more time in personnel and financial matters. The Coordinators at North and South Georgia Techs spend approximately 50% of their time in "Educational Programs." In comparing the current performance of Coordinators of Post-Secondary Instruction in Class 1, 2 and 3 school systems, it can be generalized that the larger the school, the less time spent on "Educational Programs" and the more time spent on "Personnel." The Coordinators at the junior colleges reported a relatively equal amount of time divided between the functions of "Personnel" and "Educational Programs."

Analogous to the Coordinators of Post-Secondary Instruction, the Coordinators of Adult Education recorded the highest number of hours spent in "Educational Programs" and "Personnel." Similarly, Coordinators of Adult Education would like to spend more time in the function of "Educational Programs." The Coordinators of Adult Education related views similar to those of Vocational Directors and Coordinators of Post-Secondary Instruction: all three groups would like to decrease the amount of time that they spend attending meetings. Coordinators of Adult Education in both urban and rural schools related that the functions of "Educational Programs" and "Personnel" occupy more of their time than any of the other functions. Both groups showed that close to 30%

of their time was spent in the function of "Educational Programs." Functions which do reflect slight differences in mean hours of time spent are those of "Students" (more time spent by urban school Coordinators) and "Admissions, Registration and Records" (more time spent by Coordinators in rural settings). It appears that Coordinators of Adult Education in schools with a local board spend more time in the functions of "Public Relations," "Students" and "Fiscal" than do the Coordinators of Adult Education in schools with area boards. But when analyzing the mean hours of Coordinators of Adult Education among the various classes of schools, a high degree of similarity in time spent is exhibited in their most time-consuming function, i.e., "Educational Programs." Coordinators of Adult Education at North Georgia Tech and South Georgia Tech spend approximately twice as much time in their primary function ("Educational Programs") than do the Coordinators in Class 1, 2 and 3 schools. Again, in vocational schools in Classes 1, 2 and 3, Coordinators of Adult Education concur with the Vocational Directors and the Coordinators of Post-Secondary Education that the larger the school, the more time they spend in the function of "Personnel."

Coordinators of Student Personnel Services indicated that they spend their time in the four functions of "Admissions, Registration and Records," "Counseling, Advising and Research," "Students," and "Financial Aid and Special Programs." When the Coordinators of Student Personnel Services were asked how they could rearrange hours to more efficiently use their time, "Counseling, Advising and Research" emerged as the function where they would like additional time. Dissimilar to the Directors of Vocational Education, Coordinators of Post-Secondary Education and Coordinators of Adult Education, the Coordinators of Student Personnel Services related very minute discrepancies between the desired hours and the actual hours that they spend in performing their jobs. In

looking at the apportionment between functions indicated by the Coordinators of Student Personnel Services from schools with area boards and those with local boards, a high degree of similarity is apparent. This is also true for the urban and rural settings. Classes 1, 2, 3 and North and South Georgia Tech Coordinators of Student Personnel Services spend approximately 45% of their time in the functions of "Admissions, Registration and Records" and "Counseling, Advising and Research."

The Coordinators of Industrial Training spend approximately 40% of their time in the function of "Educational Programs." These Coordinators spend approximately 10% in each of the following functions: "Meetings and Committees," "Personnel" and "Fiscal." The Coordinators of Industrial Training, like Coordinators of Post-Secondary Instruction and Vocational Directors, would like to spend more time in the function of "Educational Programs." Coordinators of Industrial Training in both rural and urban school settings as well as those with area and local boards reported a relatively high degree of similarity among the 12 administrative functions. Industrial Training Coordinators in Classes 1, 2 and 3 registered their highest number of mean hours in the function of "Educational Programs." It appears that in Class 2 and 3 schools they relegate much more of their time to "Educational Programs" than do those in Class 1 schools. The responses of the Coordinators of Industrial Training in the junior college setting was quite different from the responses of the other four classes. They spend the majority of their time in the functions of "Meetings and Committees," "Educational Programs," and "Board."

The Coordinators of Job Placement and Follow-Up spend approximately 55% of their time in the function of "Counseling, Advising and Research." This is the only administrative position in which over 50% of the time is devoted to one function. This appears to be the most highly specialized Coordinator position.

The Coordinator of Special Needs spends approximately 30% of the time in the function of "Student." Other assorted administrators, who have a diversity of responsibilities, related that demanding amounts of time are spent in "Fiscal" and "Auxiliary Services" functions.

Following is Table 8.1 showing the current status profile by percent of time and average hours performing each of the 12 functions.

Table 8.1

CURRENT STATUS PROFILE FOR ADMINISTRATORS
PERCENT OF TIME AND AVERAGE HOURS PERFORMING FUNCTIONS

	Vocational Director		Coordinator of Post-Secondary Instruction		Coordinator of Adult Education		Coordinator of Student Personnel Services		Coordinator of Industrial Training		Coordinator of Job Placement & Follow-Up		Coordinator of Special Needs	
	%	HRS	%	HRS	%	HRS	%	HRS	%	HRS	%	HRS	%	HRS
A. Board	7	132	1	23	1	17	1	10	2	32	1	11	1	9
B. Fiscal	13	250	6	112	6	114	2	38	8	141	1	18	2	42
C. Educational Program	11	200	31	579	31	575	3	51	37	676	2	31	16	300
D. Students	4	78	7	127	8	145	13	232	5	97	5	101	30	547
E. Admissions, Registration and Records	3	51	6	101	11	193	26	486	7	129	5	105	8	147
F. Counseling, Advising and Research	6	104	7	130	7	126	19	363	5	97	55	1015	11	203
G. Financial Aid and Special Programs	1	22	2	27	1	20	12	228	3	59	10	187	2	35
H. Personnel	17	305	16	299	12	215	2	44	9	172	3	65	5	95
I. Facilities	6	106	5	95	3	65	1	8	4	66	1	4	5	84
J. Auxiliary Services	4	84	6	102	4	81	1	8	4	76	2	34	2	48
K. Public Relations	12	219	4	73	8	150	12	218	6	116	8	139	10	183
L. Meetings and Committees	16	289	10	172	8	139	6	114	10	179	7	130	8	147
M. Recreation Director	-	-	-	-	-	-	2	40	-	-	-	-	-	-

Secretarial/Clerical/Accounting. Of the ten functions included on the secretarial/clerical/accounting survey, "Receiving and Communicating" is obviously the most time-consuming function for both the secretarial and the clerical staff. The time spent performing this function coincides with the responses to the personal interviews wherein the respondents indicated that if additional secretarial/clerical/accounting personnel were available, they would answer phones and perform other receptionist duties. Additionally, when the respondents were asked to identify the specific tasks in which they would like additional help, three of the seven tasks identified most often were within the function of "Receiving and Communicating."

The functions "Clerical Activities" and "Stenographic" accounted for the second and third greatest percentages of time spent by the secretarial and clerical staff. The "Clerical Activities" function consisted of 17 non-typing tasks, while the "Stenographic" function consisted primarily of typing tasks. It is significant to note the similar correlation, between the secretarial and clerical staff, of time spent performing each of the ten functions. The percentages of time spent on each function does not differ more than 4% between these two categories.

As would be expected, the accounting staff spends the largest percentage of their time performing the functions of "Receiving and Disbursing Funds" and "Accounting/Bookkeeping": 26% of their time in "Receiving and Disbursing Funds" and 28% in "Accounting/Bookkeeping." Aside from these obvious functions, the accounting staff expends 12% of their time performing "Clerical Activities" and 9% of their time "Receiving and Communicating."

An interview schedule was administered to selected secretaries in each school. These "main" or "key" secretaries were so designated by the Vocational Directors

of each facility and their responses were assured complete confidentiality. The interview schedule consisted of 16 open-ended questions which afforded the respondents an opportunity to reply openly without the influence of predetermined anticipated answers. Therefore, any consensus observed should be considered meaningful.

The first three questions dealt with selection/hiring procedures. It appears evident that in the majority of cases (26) the Director has some involvement in either the selection or approval of secretaries. Twenty-six of the 29 schools reported that secretaries are selected on the basis of their qualifications for the position they are to fill. In most schools recommendations are examined as part of the hiring process.

In summarizing the responses to questions dealing with salaries and tenure, the majority of the respondents did not feel that salaries provide for appropriate standards of living in terms of the socioeconomic criterion in the community, nor did they feel that the initial salary is determined by the amount of training and experience of the candidates. While most answers affirm that a definite salary schedule is in effect, the majority of those interviewed did not believe the schedule is flexible enough to allow for unusual merit. Eighteen respondents indicated that tenure is not provided after a successful probationary period.

Questions soliciting information on paid absence days revealed that the average number of personal illness/personal days ranged from 10 to 15. The range was the same (10 to 15) for the average number of vacation days allowed, as well as the number of paid holidays. Twenty-five main secretaries replied that sick leave is allowed to accumulate with the range varying from 30 to 180 days. The average allotment allowed to accumulate at the schools which employed these 25 respondents was 65 days.

While the responses to whether or not in-service programs are provided was almost equally divided, many respondents who answered that they were provided qualified their answers by indicating that such programs were often infrequent and unstructured.

The writing of job descriptions appears to be a joint effort. Fifteen respondents indicated that the Director is involved either in writing or approving the job descriptions.

When asked to identify the tasks that would be performed if one additional secretary were available, the tasks most frequently reported by 12 of the respondents were: answering phones; operating the switchboard; and other receptionist duties. Clerical assistance for instructors ranked third, with 10 respondents reporting this would be a task to be performed by an additional secretary.

Eleven respondents reported that no task could be decreased should the reduction of the secretarial staff occur. Decreasing clerical assistance to instructors was identified by eight respondents and evening clerical help was pinpointed by three respondents. There was no consistency in any of the other responses to this question.

By far, the greatest major deficiency cited was the need for additional help, as reported by 20 respondents. A need to reorganize the work load distribution was reported by four schools and low salaries were reported by three schools. Some respondents indicated that low salaries are responsible for some of the other deficiencies such as low morale and high turnover.

The need for additional help was reiterated by a significant number of respondents (19) when they were asked to make recommendations for improvement. The areas most frequently mentioned as needing additional help were: answering phones; other receptionist duties; and assistance to instructors. Improved salaries was the second most frequently received recommendation for improvement.

Custodial/Maintenance/Security. In reviewing the analysis of how the custodial/maintenance/security staff spend their time, no outstanding surprises were noted. The custodial group spend most of their time (37%) in "Cleaning and Maintaining Fixed Surfaces." The maintenance group spend 51% of their time in "Maintaining and Repairing Equipment and Facilities," and security personnel spend 94% of their time in the functions entitled "Acting as a Security Guard" and "Maintaining Building Security."

The personal interviews with custodial supervisors indicated, in general, that custodial/maintenance/security personnel are chosen on qualifications and that recommendations are checked. However, the custodial supervisors also feel that the salary offered is not high enough to draw well-trained individuals into applying for jobs at most institutions. There is also a general feeling that the amount of experience does not play a major role in determining starting salaries.

The supervisors felt that employees were generally careful about safety procedures and also about dealing with equipment. Almost three-quarters of the group noted that in-service training was provided for their staff members, although a number of respondents indicated that this training was somewhat informal in nature.

When asked in what area they could use more help, if it became available, general maintenance was the most popular answer. When posed with the situation of having to decrease help, the cleaning of classrooms was the area most often noted as the choice to be decreased. Major deficiencies pointed out by custodial supervisors were the need for more personnel and the lack of trained personnel. This concurs with a major recommendation for improvement which focused on the need for additional staff members. This general overall need for additional staff does not coincide with the data presented in an earlier chapter which summarizes the responses of administrators who showed a much greater concern for additional secretarial and clerical help than for custodial/maintenance/security staff.

Teachers. In terms of the administrative staff, the teachers seemed to feel that an administrator who can communicate effectively and provide strong leadership/management skills would best facilitate their jobs. The teachers repeatedly stated their wish to kept informed, and communicated with, regarding what is expected of them. This desire for improved communications reflects a request to be considered and conferred with, in decisions affecting their performance in the schools. Teachers indicated an awareness of need for revision or modification of some administrative job descriptions. They requested a planned, regularly scheduled orientation program for student applicants. In addition, the teachers expressed a desire for less paperwork and a streamlining of the supply requisition process.

When asked about the secretarial/clerical/accounting staff, the teachers in three of the five classes of schools indicated a need for additional clerical (typing) personnel to assist in the preparation of instructional materials. Some teachers seemed to feel tht salary increases for present secretarial/clerical personnel might result in a higher employee retention rate. Except for the Class 1 schools, the teachers indicated that better clerical supervision and management, perhaps in the form of a "Secretarial Supervisor," might facilitate their job. The importance of providing an "orientation for office staff" surfaced in the responses from several classes of schools. Teachers, in addition to many of the key or main secretaries interviewed, expresses concern that there should be an increased emphasis on in-service training for secretarial and clerical personnel.

Combined with a generally perceived need for "cleaner facilities," the teachers appeared to believe that increased and improved supervision of the custodial/maintenance staff is an essential prerequisite to a safer, more sanitary school

environment. Although it was not the predominant response from any class of schools, "better repair service" was consistently mentioned as something that would be of great help to vocational teachers, especially in shops and laboratories. Teachers also expressed that safer working conditions might result from the presence of additional security guards on the premises.

Finally, a greater emphasis on the need for teacher aides was reported by the teachers than was noted by noninstructional staff members. The positive teacher response was emphatic, although it was predictable, considering the axiom that another pair of hands is always a good idea in any vocational setting.

Conclusions and Recommendations

Staffing Patterns for Administrators and Other Non-Instructional Professional Personnel.

Conclusion It was obvious that the 29 vocational-technical settings vary greatly according to size as well as having distinct characteristics that affect their overall operation. Taking this into consideration, there has to be a difference in determining the staffing needs of such diverse settings. (NOTE: the analysis of the study was done with five classifications, but at the conclusion it was felt that an additional classification was needed.)

Recommendation The following 29 vocational-technical settings should be classified by unduplicated full-time day enrollment as follows:

CLASS 1 - 2,000 PLUS

Atlanta Area Vocational-Technical School
Augusta Area Vocational-Technical School
DeKalb Area Vocational-Technical School

CLASS 2 - 1,000 - 1,999

Macon Area Vocational-Technical School
Columbus Area Vocational-Technical School
Marietta-Cobb Area Vocational-Technical School
Savannah Area Vocational-Technical School
Athens Area Vocational-Technical School
Coosa Valley Area Vocational-Technical School

CLASS 3 - 650 - 999

Albany Area Vocational-Technical School
Griffin-Spalding County Area Vocational-Technical School
Valdosta Area Vocational-Technical School
Carroll County Area Vocational-Technical School
Waycross-Ware County Area Vocational-Technical School
Walker County Area Vocational-Technical School
Thomas Area Vocational-Technical School

Class 4 - 649 & Less

Lanier Area Vocational-Technical School
Ben Hill-Irwin Area Vocational-Technical School
Moultrie Area Vocational-Technical School
Pickens County Area Vocational-Technical School
Troup County Area Vocational-Technical School
Swainsboro Area Vocational-Technical School
Upson County Area Vocational-Technical School
Houston Vocational Center

Class 5 - Junior Colleges

Dalton Junior College
Brunswick Junior College
Bainbridge Junior College

Class 6 - State Operated

North Georgia Vocational-Technical School
South Georgia Vocational-Technical School

Conclusion The organizational structures of the 24 comprehensive post-secondary area vocational-technical schools vary, with some Vocational Directors having as few as five people reporting directly to them while other Vocational Directors have as many as 15 people reporting directly to them. Similarity of structure is evident in the junior colleges, because of the size of the Vocational Division and in North and South Georgia Vocational-Technical Schools, because of their unique residential status.

Recommendation Four administrative staff members will report directly to the Director. These four people will represent the Divisions of Instruction, Evening and Off Campus Programs, Student Services and Business.

Recommendation The Directors of North and South Georgia Vocational-Technical Schools will have three divisions, those being Instruction, Student Services and Business. Because of the uniqueness of Houston Vocational School and the junior colleges, their organizational patterns will be slightly different.

Conclusion Throughout the organizational patterns, there were inconsistencies in the usage of job titles, particularly in reference to the terms Coordinator, Assistant Coordinator and Assistant Director. It is evident that to achieve consistency in job titles and basic responsibilities, only four staff persons should be directly responsible to the Director.

Recommendation The four positions directly responsible to the Director will be as follows:

- . Assistant Director for Instruction
- . Assistant Director for Evening and Off Campus Programs
- . Assistant Director for Student Services
- . Business Administrator or Business Office Manager

Conclusion Over the next decade the management of an area vocational-technical school will be of utmost importance. Effective management can best be accomplished through a team comprised of competent, knowledgeable, responsible individuals. Considering the large budgets of area vocational-technical schools, accountability is an absolute necessity.

Recommendation The recognized management team of the area vocational-technical school shall be the Director, the Assistant Director for Instruction, Assistant Director for Evening and Off Campus Programs, Assistant Director for Student Services and the Business Administrator (or Business Office Manager acting as a resource person). They must establish goals and objectives in the planning, coordinating, controlling and directing of their divisions and the overall school.

Conclusion In many of the schools the Vocational Director allows the non-instructional professional staff involvement in the decision-making process of the school. This involvement is quite important to these individuals, as they felt they were part of the administrative team. The input of these individuals is necessary and desirable.

Recommendation The Director should continue to allow not only the management team, but all non-instructional professional personnel to be a part of the administrative team and continue to allow them to express their opinions at meetings and play a role in the decision-making process of the school. This involvement of the administrative team is of primary importance.

Conclusion In reviewing the job positions and descriptions, as well as the salaries of administrators and non-instructional professional personnel, it was evident that large discrepancies exist with persons of similar job titles and responsibilities, not only between the various vocational schools, but also within the individual schools. This was probably most evident in the larger area vocational-technical schools.

Recommendation Since the degrees of responsibility and accountability vary according to position, the salary schedule of area vocational-technical settings should be developed, taking into account the positions of Director, Assistant Director, Business Administrator, Supervisor, Coordinator and Specialist.

Conclusion The majority of administrators and other non-instructional professional personnel use the term "Coordinator" or "Assistant Coordinator" in reference to their job titles. On reviewing their job descriptions, it was ascertained that many administrators assume responsibility and accountability exceeding that identified with a Coordinator's position.

Recommendation The image, responsibility and accountability of administrative positions should be identified by distinct titles. These title positions, in descending order, are:

- . Director
- . Assistant Director
- . Business Administrator
- . Supervisor

. Coordinator

. Specialist

Conclusion Because of the varying sizes and characteristics of the area vocational-technical schools, it was apparent that a formula must be derived in determining administrative and non-instructional professional staff allocations to the various schools. The various factors that affect the overall operation of the schools should be incorporated in the formula.

Recommendation Regardless of the school size, there is a need for a base number of administrators. Thus the formula must encompass multiple factors.

Factor 1 - Base number of administrators
(6 for all area voc. tech schools) 6 Line 1

Factor 2 - Add one administrator for every
additional 175 unduplicated full-
time day enrollment over 500 Line 2

Factor 3 - Add one administrator for every
school with more than 800 undup-
licated full-time day enrollment
or 400 day FTE Line 3

Factor 4 - Add one administrator for short-
term enrollment over 3000 students Line 4

Factor 5 - Add one for branch campus Line 5

Total Administrative Staff
(Add Lines 1-5) Line 6

Recommendation The uniqueness of the Houston Vocational Center and the junior colleges create an inability to adapt to a specific staffing formula. Their allocations were made in reference to their needs, based on the overall staffing patterns at the other vocational settings.

Recommendation North Georgia and South Georgia Vocational-Technical Schools, because of their residential uniqueness, have different needs than the other area vocational-technical schools. To take their specific needs into account, the following is their staffing formula:

Factor 1 - Base number of administrators	6	Line 1
Factor 2 - Add one administrator for every additional 105 unduplicated full-time day enrollment over 500		Line 2
Factor 3 - Add one administrator for every school with more than 800 unduplicated full-time day enrollment or 400 day FTE		Line 3
Factor 4 - Add one administrator for short-term enrollment over 3000 students		Line 4
Factor 5 - Add one administrator for Branch Campus		Line 5
Total Administrative Staff (Add Lines 1-5)		Line 6

Conclusion One of the individuals presently reporting to the Director is the Coordinator of Post-Secondary Education. Because of the responsibility and accountability that this important position demands, as well as the restructuring of an Instructional Division, apparent changes in titles reflecting this responsibility are needed. As the number of unduplicated full-time day enrollment increases, the number of subordinates within the Division will also increase.

Recommendation The title Coordinator for Post-Secondary Education be changed to Assistant Director for Instruction with the primary responsibility of daytime instruction. All schools will have an Assistant Director for Instruction.

Recommendation If a vocational setting has a Branch Campus, the individual responsible at the Branch Campus shall be called a Branch Campus Supervisor. This person is basically an instructional supervisor with educational responsibilities and administrative duties dictated by the needs of operating a Branch Campus.

Recommendation As the unduplicated full-time day enrollment increases, the vocational school shall be allocated one Instructional Supervisor at a ratio of 1 to 35 full-time instructors. Every attempt should be made to insure that

no Instructional Supervisor is responsible for more than 40 full-time instructors.

Recommendation The Class 1 schools will have a Coordinator for Staff Development responsible for coordinating the library, the Media Center and staff development. To qualify for a Coordinator of Staff Development, the school must have at least 2,000 unduplicated full-time day enrollment.

Recommendation Class 1 and Class 2 schools will have a Media Specialist to facilitate the needs of the instructional staff. To qualify for a Media Specialist, a vocational setting must have at least 1,000 unduplicated full-time day enrollment.

Recommendation If a school qualifies for a librarian under the standards set by the State Department of Education, then the school could acquire a Librarian but this is recognized as a teaching position because of its relationship with students.

Conclusion The Coordinator of Adult Education presently reports directly to the Director. The responsibility, accountability and predicted growth in adult vocational education evidence a need for the composition of a Division of Evening and Off Campus Programs, as well as title changes that reflect the appropriate level of responsibility of positions. As the number of unduplicated full-time day enrollment increases, the number of subordinates within a Division will also increase. All schools will have an Assistant Director for Evening and Off Campus Programs.

Recommendation The title, Coordinator of Adult Education be changed to Assistant Director for Evening and Off Campus Programs with the primary responsibility being in evening instruction and short-term courses as well as Quick Start programs.

Recommendation All area vocational-technical schools, except Houston Vocational Center and the three junior colleges, will have an Off Campus Coordinator instead of the former position of Coordinator of Industrial Training. With the anticipated growth of adult vocational education, the title of Off Campus Coordinator will more accurately reflect the importance of this position.

Recommendation An Off Campus Specialist will be allocated to vocational schools whose short-term enrollment is greater than 3,000 students. Dalton and Brunswick Junior Colleges, although not receiving a staffing position for an Off Campus Coordinator, will receive an Off Campus Specialist/Job Placement and Follow-Up Specialist to serve a dual capacity.

Conclusion One of the persons presently reporting to the Director is the Coordinator of Student Personnel Services. The responsibility and accountability of this position is expected to increase over the next five years, thus justifying a separate Division for Student Services. There was more diversity of title usage under this Division than any of the other Divisions. The term "Coordinator" was most frequently used but did not distinguish the degree of responsibility shouldered by the various people assigned to this Division. Most schools used the term, "Student Services," omitting the term "Personnel." It is evident that title changes are necessary to correspond with responsibilities.

Recommendation Coordinator of Student Personnel Services be changed to Assistant Director for Student Services. All schools will have an Assistant Director for Student Services.

Recommendation An Admissions Coordinator/Registrar was the first position added to the six basic positions in the staffing pattern. It was determined to be an important need by the Vocational Director as well as other

administrators. Because of the very large enrollment, Atlanta has been allocated two Admissions Coordinators as well as a separate Registrar.

Recommendation The current position of Coordinator of Job Placement and Follow-Up Specialist be changed to the title of Job Placement and Follow-Up Specialist. The job responsibilities of this position warrant reporting directly to the Assistant Director for Student Services. All schools, with the exception of the junior colleges, will have a Job Placement and Follow-Up Specialist. Due to the large enrollment of the Class 1 schools, they will each receive two Job Placement and Follow-Up Specialists. This need was clearly expressed by the Director and other administrators of the large area vocational-technical schools. The five largest area vocational-technical schools in reference to unduplicated full-time day enrollment were allocated the position of Special Needs Specialist. Their uniqueness, in reference to urban setting and enrollment size, was the determining factor for this Special Needs Specialist.

Recommendation A Recruiter/Information Specialist was deemed desirable by many Vocational Directors, but utilization of the staffing allocation formula, awarded this position to only the eight largest schools in reference to unduplicated full-time day enrollment.

Recommendation The enrollment size of the three Class 1 schools warrants the allocation of a Registrar/Financial Aid Coordinator for two of the schools, and separate positions of Registrar, Financial Aid Coordinator in the largest school.

Conclusion The area most frequently identified by the Vocational Directors as desirable of additional help was the field of Business Management. Additionally, responses to the personal interviews surfaced this area of need as a top priority. In determining desired hours for performing various functions of their positions,

the Vocational Directors indicated a desire to decrease the hours they spend in fiscal management. With the exception of the junior colleges, most schools requested a person to assist with business affairs.

Recommendation The fourth person who will report directly to the Director will be the Business Administrator or Business Office Manager, thus establishing a Business Division. Schools with less than 800 unduplicated full-time day enrollment or 400 full-time day equivalents, will be allocated a Business Office Manager. This position could be filled by the present Accounting III Clerk. In all schools except Houston Vocational Center and the three junior colleges, the Business Administrator or Business Office Manager will be allocated an Accounting/Purchasing Clerk.

Recommendation In schools with 800 or more unduplicated full-time day enrollments or 400 full-time day equivalents, a Business Administrator will be allocated. This position should be a person knowledgeable and experienced in the business world, rather than a person majoring in education.

Recommendation The positions of Business Office Manager, Manager of Buildings, Grounds and Security, Manager of School Lunch Services and Service Personnel will report directly to the Business Administrator.

Recommendation In schools with less than 800 unduplicated full-time day enrollment or 400 full-time day equivalents, the custodial, maintenance and security personnel will be directly responsible to the Assistant Director for Instruction or the Assistant Director for Evening and Off Campus Programs.

Recommendation North and South Georgia Vocational-Technical Schools, because of their unique characteristics, size, storage requirements and quantities of materials ordered, will be allocated a Purchasing Specialist, a Recreation Director and a Registrar/Financial Aid Coordinator.

Conclusion It is evident that to operate any full-time day and evening post-secondary vocational-technical school there is a need for a minimum number of administrators and specialists.

Recommendation The basic core professional staff for operating any daytime/evening area vocational-technical school will be composed of:

- . Director
- . Assistant Director for Instruction
- . Assistant Director for Evening/Off Campus Programs
- . Assistant Director for Student Services
- . Business Administrator or Business Office Manager
- . Off Campus Coordinator
- . Job Placement and Follow-Up Specialist

Conclusion At the onset of the study and throughout the study, the Directors of the larger area vocational-technical schools emphasized that, because of the size of the school, staffing patterns had to be different from the way they were originally designed. They related their opinion that the funding should be done either by formula or classification. The best way to accomplish this appeared to be by joint effort of classifying schools as well as deriving a formula for staff allocation for the administrative and non-instructional professional personnel.

Recommendation Through the use of a combination of school classifications and a "factor formula," the following is a matrix of positions used in this staffing allocation. (See page 25)

Conclusion In writing the job profiles for the various administrators and non-instructional personnel, it became evident that the use of a catch-all phrase on certification and educational experience was the only acceptable course of action at this particular time. Certification requirements were identified as a problem by the Vocational Directors.

Recommendation Since the study established different layers of administrative status (Director, Assistant Director, Branch Campus Supervisor, Supervisors, Coordinators and Specialists) there is a need to define educational certification for these various stratas of administrators and non-instructional personnel.

Conclusion The accelerated pace that vocational administrators must adhere to in the 1980's necessitates the important need for staff development to enhance the management of schools. Improved school management should result from relevant, well planned staff development programs.

Recommendation Staff development is desirable for all members of the administrative staff (administrators, supervisors, and non-instructional professional personnel), but of primary importance is molding together the management team of the Director, Assistant Director for Instruction, Assistant Director for Evening and Off Campus Programs, Assistant Director for Student Services and the Business Administrator. This team must provide the planning, directing and leadership of the school, and should pursue (through staff development programs) the possible benefits to be achieved by utilization of new technology, such as computers, telecommunications, etc., as well as "time and effective" management.

Conclusion Many of the 29 area vocational-technical schools included in the site visitations showed exceptionally large growth in enrollment during the past decade. The basic staffing patterns of these facilities was established in 1967 with various adjustments during this 14 year period. The tremendous growth experienced in vocational-technical education in the State makes it obvious that a method of reevaluating staffing needs must be available for timely reassessment.

Recommendation Through the staffing formula, the Directors should be able to justify their staffing needs on a yearly basis. Also, a review and evaluation of this study should take place after a three year period to see if it is functioning effectively. At that time, additional modifications or revisions could be implemented, if necessary, to improve the staffing formulas.

Staffing Patterns for Secretarial/Clerical/Accounting Personnel.

Conclusion The most time-consuming function performed by the secretarial and clerical staff is that of "Receiving and Communicating." The most frequently identified need, both from personal interviews and the survey instrument, was that of receiving and directing phone calls and answering students' inquiries, which are both within this same function area. Additionally, the AEC site visitation teams observed, in many instances, heavy incoming telephone calls, as well as numerous people seeking information in the school offices.

Recommendation An individual to answer phones and/or perform receptionist duties should be designated at all schools except the three junior colleges and Houston Vocational Center, which are not independent entities. For those large schools that already have a switchboard operator position, it is advisable to establish a receptionist position to answer inquiries from students, staff and the public. When either of these positions does not warrant a full-time job, the person in this position will perform additional secretarial/clerical duties. For smaller schools, the implementation of an improved telephone system, which would provide direct lines to specific program areas that receive a high volume of calls (such as cosmetology and auto repair, where the public is calling in to make appointments) should be considered. The allocation of a position for answering phones/performing receptionist duties would allow the other secretarial/clerical/accounting staff to perform their duties with greater efficiency and would also allow for greater consistency in the information being provided to students, staff and the public.

Conclusion In the vast majority of schools, the Vocational Director's secretary does not supervise other secretarial/clerical/accounting staff, with the possible exception of CETA clerks. While some schools reported that the secretarial/clerical/accounting staff does cooperate during peak work load periods, others reported a lack of cooperation and inequity of the work load distribution.

Recommendation The position currently designated as the Secretary to the Vocational Director should be retitled Executive Secretary in all schools, except the junior colleges and Houston Vocational Center. This position would be filled by the person presently identified as the Secretary to the Vocational Director with the duties and responsibilities remaining basically the same, except for the authority to draw on other secretarial/clerical/accounting staff to assist other divisions during peak work load periods, such as registration. The individual in this position should be knowledgeable about the overall operations of the school and able to interact with the administrative staff to determine critical needs.

Recommendation The Executive Secretary should serve as a liaison between the Vocational Director and secretarial/clerical/accounting staff to encourage communications while decreasing the demands on the Director's time.

Conclusion Although a wide variety of titles were identified with the secretarial/clerical/accounting staff, there was no significant differences between the average percent of time spent performing the ten functions by the secretarial and clerical staff. There appears to be inconsistency between and within the schools in determining position titles and the related duties and responsibilities.

Recommendation To promote uniformity of position classifications and to develop a hierarchy for the secretarial/clerical/accounting positions, secretaries will be assigned only to the Assistant Directors, Business Administrators and Branch Campus Supervisors, in all schools except the junior colleges, which will have secretaries assigned to the Instructional Supervisors.

Recommendation All area vocational-technical schools, with less than 800 unduplicated full-time day enrollment or 400 day FTE will have a Business Office Manager, with the exception of the three junior colleges. In the absence of a Business Administrator, the Business Office Manager will report directly to the Director and will be responsible for the accounting/bookkeeping functions.

Recommendation All area vocational-technical schools, with the exception of Houston Vocational Center and the three junior colleges will be allocated the position of Accounting/Purchasing Clerk. This individual will report directly to the Business Office Manager or Business Administrator and will be primarily responsible for performing the tasks related to purchasing and other accounting related tasks as designated.

Conclusion The anticipated growth of vocational-technical facilities will affect the staffing needs for secretarial/clerical/accounting staff, and requires a method of reevaluating these needs on a regular basis.

Recommendation The following formula to determine the secretarial/ clerical/accounting needs should be implemented in the 24 area vocational-technical schools and North and South Georgia Vocational Technical Schools:

Factor 1 - A base number of eight (8) S/C/A staff is necessary to operate any area vocational-technical school. Allow 8 secretaries for the first 600 unduplicated, full-time day students. _____ Line 1

Factor 2 - For every additional 140 unduplicated, full-time day enrollments over 600, add one S/C/A staff member. _____ Line 2

Factor 3 - Add one S/C/A staff member for short-term enrollment over 5,000. _____ Line 3

Total S/C/A
(Add Lines 1-3) _____ Line 4

Recommendation The uniqueness of the Houston Vocational Center and the junior colleges creates an inability to adapt to a specific staffing formula. Their allocations were determined based on the overall staffing patterns of the other vocational settings, and as a result of the needs identified during site visitations.

Conclusion During site visitations, problems were identified such as; low morale, high turnover of secretarial/clerical/accounting staff and/or staff that feel they are not recognized for the responsibilities they must shoulder.

Recommendation Development of a hierarchy for the secretarial/ clerical/accounting positions should alleviate some of the above problems, by affording opportunities for promotion, improving motivation and allowing recognition and compensation in line with

responsibilities. The position classifications in descending order are as follows:

- . Executive Secretary
- . Managers (Business Office, Testing and Bookstore)
- . Secretary
- . Accounting/Purchasing Clerk
- . Typist
- . Receptionist
- . Switchboard Operator
- . Clerk/Typist

Conclusion. The accelerated rate of change occurring in today's society, largely due to new technology, makes it increasingly difficult to keep abreast of current developments and improved techniques. The training and development of existing staff members, to meet the changing needs and conditions of tomorrow is especially essential in the vocational-technical settings, which themselves are an integral part of new technology and experiencing increased enrollments.

Recommendation Staff development programs should be planned for the secretarial/clerical/accounting staff which would enhance their abilities to meet the changing conditions and needs of tomorrow. Program topics should include such areas as word processing, data processing, electronic typewriting systems and methods of computerizing operations.

Recommendation Staff development programs should be evaluated in terms of potential long-term cost reducing factors, standardization and uniformity of tasks performed, improved accuracy and time saved.

Conclusion Two-way communication is conducive to improved management, and the transmission of pertinent information regarding the operations of a school is desirable in the ongoing training and development of the secretarial/clerical/accounting staff.

Recommendation Well-planned in-service programs should be conducted with the secretarial/clerical/accounting staff to keep them informed and knowledgeable about the operations of the school as well as reviewing acceptable policies and procedures for accomplishing the school's goals and objectives.

Recommendation In-service programs should, at times, be conducted in cooperation with other schools to share and exchange ideas that may be mutually beneficial in improving efficiency.

Staffing Patterns for Custodial/Maintenance/Security Staff.

Conclusion The allocation of custodial and maintenance personnel should be projected for considering many different variables. The size of the physical plant in relation to buildings as well as outside maintenance work must be considered.

Recommendation It is recommended that the following factoring formula that takes into consideration the number of teaching stations, the number of teachers, the building capacity, the gross area of buildings and the area of site in numbered acres which must be maintained, be used to estimate the number of custodial/maintenance positions allocated to the area vocational-technical schools and North and South Georgia Vocational-Technical Schools.

Factor 1 - Number of teaching stations divided by 11	_____	Line 1
Factor 2 - Number of teachers divided by 8	_____	Line 2
Factor 3 - Building capacity divided by 225	_____	Line 3
Factor 4 - Gross area of building divided by 15,000	_____	Line 4
Factor 5 - Area of site in numbered acres which need to be maintained divided by 2	_____	Line 5
Factorial Sum (Add Lines 1-5)	_____	Line 6
Total Custodial/ Maintenance/Security Divide Factorial Sum by 5	_____	Line 7

Conclusion Many variables such as age of facility, type of heating system, types of programs, etc. influence the manner in which the number of custodial/maintenance positions should be proportioned. Some institutions require a heavier emphasis in the maintenance area, whereas others may need extra groundskeeping assistance or have some other specific need.

Recommendation Once the total custodial/maintenance allocation has been determined it would be the responsibility of the Director and the school's management team to determine what portion of the positions should be assigned to the maintenance and/or custodial areas.

Conclusion The daily operations of the school run fairly efficiently under the supervision of the head custodian. The ultimate supervisory responsibility should rest with one of the members of the school's overall management team.

Recommendation The supervision of the custodian/maintenance/security staff should be the responsibility of the Business Administrator in those schools where this position exists and in all other institutions, should be the joint responsibility of the Assistant Director for Instruction and the Assistant Director for Evening and Off Campus.

Conclusion A need exists for custodians and maintenance workers to have a leader who is not necessarily part of the overall management team of the school. In some institutions this person is identified as a manager, however, other situations do not allow for this particular job classification. When this does not occur, a head custodian and/or maintenance worker should be identified.

Recommendation In some of the larger schools a manager of custodial and/or maintenance services is designated. In institutions where this does not occur, a head custodian and/or maintenance leader should be identified to oversee and coordinate daily operations.

Conclusion The local environment of the community in which the institution is located and/or the amount of police or security services provided by local government influences to a great extent the number of security guards required at each school.

Recommendation The present security staffing plans at each institution should remain in effect.

Conclusion The security personnel at most institutions can be supervised in a manner similar to the custodial and maintenance staff but because of unique residential situations at North and South Georgia Vocational-Technical School, a 24-hour-a-day supervisory contact must be available for security guards.

Recommendation The security personnel at North and South Georgia Vocational-Technical Schools should be responsible to the Assistant Director of Student Services.

Conclusion Houston Vocational Center and the three junior colleges do not function as individual entities. There is a sharing of resources that takes place in each of these situations.

Recommendation Custodial/Maintenance/Security personnel at Houston Vocational Center and three junior colleges should continue to be assigned according to present procedures.

Conclusion A need is highlighted to have better trained personnel in the areas of custodial/maintenance/security. It was generally perceived that this would not only assist with more efficient operations of the schools, but also would add to the stability of the work force.

Recommendation More specialized training should be provided in the form of in-service programs for custodial/maintenance/security personnel.

Staffing Patterns for Teacher Aides and Other Non-Instructional Personnel.

Conclusion Teacher aides primarily serve two functions within the institution. Some are closely aligned with the instructional process, while others are required to do primarily clerical tasks.

Recommendation Teacher aides should be assigned duties according to one of two job titles: (1) teacher aides instructional and (2) teacher aides non-instructional. These classifications should facilitate the posting of positions in relation to previous educational background of applicants and also should lead to the utilization of the previous experience of the aides to the fullest.

Conclusion Teacher aides serve primarily a supportive role for the instructional staff of the school. The need for additional teacher aides is dependent on factors such as class size, number of teachers, complexity of the instructional program, etc.

Recommendation Given the fact that teacher aides, primarily offer support to instructional personnel even if the support is sometimes non-instructional in nature, it is recommended that any determination of the number of aides that should be available per school be made as part of the study that focuses on instructional staffing patterns.

Conclusion North and South Georgia Vocational-Technical Schools have non-instructional staff positions that are directly related to their unique residential operations. An examination of these positions in relation to the students served indicates equal proportional staffing in relation to their student population. All tasks and responsibilities also seem to be satisfactorily covered.

Recommendation The staffing of those positions tied directly to the residential operations at North and South Georgia Vocational-Technical Schools should continue to be available at their present levels.

Recommendation The supervision of the residential operation staff should be the responsibility of the Business Administrator.

APPENDIX A

APPENDIX A

Letter of Request to State Vocational Directors

September 29, 1980

The Georgia Office of Vocational Education has engaged Associated Educational Consultants, Inc., to conduct A Study of Staffing Needs of Post-Secondary Vocational-Technical Schools in Georgia. The study will focus on establishing staffing requirements and guides for generic functions of nonteaching staff which are not strictly related to programs and requirements: e.g., administrative and other professional noninstructional staff, secretarial/clerical/accounting, custodial/maintenance/security. The products of the study, which will be concluded by June, 1981, will include an executive summary intended for mass distribution, a comprehensive staffing guide, and a final report.

Our searches of the literature (indexed education journals, ERIC, etc.) and conversations with national vocational education agencies have indicated that there is little related published information available about noninstructional staffing in vocational schools. We feel, though, that work may have been done in this area, although not circulated through the literature. Therefore, we are contacting you to ask if you would share with us any studies, guides, or other materials developed in your state that might relate to the objectives of this study:

1. To assess the current utilization of existing staff
2. To determine generic functions to be performed by a post-secondary vocational-technical institution
3. To determine the number, classifications and job descriptions for the personnel needed to operate each existing post-secondary vocational-technical school in Georgia
4. To determine a method of quantifying workloads by which staff should be increased or decreased
5. To develop a comprehensive staffing guide with recommended organizational charts and job descriptions

State Vocational Director

-2-

September 29, 1980

If you have information or materials related to the nonteaching positions, would you (1) forward them to us or (2) provide the name and telephone number of the person in your offices who could supply them.

We believe that the products of this study will be of benefit to many vocational institutions and agencies. Thank you for your cooperation.

Sincerely,

ASSOCIATED EDUCATIONAL CONSULTANTS, INC.

Dan K. Jacobs, Ed.D.
Vice President

DKJ/ba

APPENDIX B

Georgia Office Of Vocational Education
Staffing Study

FACT SHEET

1. Official Name of School _____ Phone No. _____
2. Address of School _____

Street
City
State
Zip Code
3. Name of Director _____
4. Person completing this form (if other than Director): Name _____ Phone _____
5. Classification: ☐ Rural ☐ Urban 6. Do you have open entry/open exit to vocational programs? ☐ Yes ☐ No
7. Please furnish the following information about your facilities. If more than one building exists at the same site, list all information for your main building (Building #1) and list only square feet and year built for any other buildings at that site.

B-1

Building Number	Name of Building	Address	Year Built	Total Building Square Feet	Total Acreage at Site
#1					
#2					
#3					
#4					
#5					

8. Please indicate (1) the number of people (those who are normally counted as your school employees) who are employed Full-time (FT) and Part-time (PT) and (2) the number of Full-time (FT) and Part-time (PT) students at each site. Use numbers as of October 1, 1980.

Building (as in #7)	Administrators		Teachers		Teacher Aides		Secretarial/ Clerical/ Accounting		Custodial/ Maintenance		Security		Other		Students	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
#1																
#2																
#3																
#4																
#5																
Total																

9. Check (✓) any of the following for which you use an outside contractor:

a. ☐ Grounds Maintenance

d. ☐ Security

g. ☐ Food Services

b. ☐ Building Maintenance

e. ☐ Accounting

h. ☐ Health Services

c. ☐ Custodial Services

f. ☐ Data Processing

i. ☐ Other (please specify: _____)

For the following five items (#10, 11, 12, 13 and 14), please list all people who are directly housed in any of your facilities or who are supervised by one of your staff and are normally included in the school's total list of employees.

2

[illegible]

235

236

**Other = CETA, special projects, etc.

11. Secretarial/Clerical/Accounting Staff:

[illegible]

***State and Federal Funds**

**Other = CETA, special projects, etc.

12. Custodial/Maintenance/Security Staff:

[illegible]

***State and Federal Funds**

**Other = CBTA, special projects, etc.

[illegible]

**Other = CETA, special projects, etc.

[illegible]

**Other = CETA, special projects, etc.

Georgia Office of Vocational Education
Staffing Study

INTERVIEW GUIDE

Director

School _____

Name _____

Interviewer _____

Date _____

1. Describe the current organization of your school:
2. Are there any special factors that you feel make the staffing needs of your school different from others in the State?
3. To what degree do you feel the current functions required to operate your school are being performed by the current level of staffing?
4. What prevents any changes in staffing that you would like to see?
5. Who selects the administrators (Director, etc.)?
6. Are administrators selected on the basis of their qualifications for the particular position they are to fill?
7. Are recommendations from reliable sources carefully and confidentially examined?
8. Do salaries provide for appropriate standards of living in terms of the socioeconomic standards in the community?
9. Is the initial salary determined by the amount of training and experience of candidates?
10. Is a definite salary schedule in effect?
11. Is the salary schedule sufficiently flexible to allow for cases of unusual merit in order to recognize high qualifications or excellence of service records?

or Interview Guide

What tenure provided after a successful probationary period?

What number of days per year are administrators allowed absence from school duties without loss of pay because of:

a. Personal illness _____	How many days _____
b. Personal days _____	How many days _____
c. Vacation _____	How many days _____
d. Holidays _____	How many days _____
e. Other _____	How many days _____

Is sick leave allowed to accumulate?

a. Total accumulation may not exceed how many days? _____

Who writes the job descriptions for the administrative staff?

Describe the major deficiencies (related to staffing) of the school's administrative operations:

Recommendations for improvement:

Georgia Office of Vocational Education
Staffing Study

INTERVIEW SCHEDULE

Administrators

School _____

Interviewer _____

Date _____

1. If you had the opportunity to increase one staff member, what tasks would you have this person do?

2. If events indicated need for a decrease of one staff member, what task(s) do you feel could be cut?

3. In reference to other school personnel, at this particular time, where do you feel you could use additional personnel: (Please circle one)

a. b. c. d. e. f.
Secretarial/clerical/accounting Custodial/maintenance/security

g. h.
Teacher aide Other _____
(please specify)

4. At this particular time, where do you feel you may be overstaffed: (Please circle one)

a. b. c. d. e. f.
Secretarial/clerical/accounting Custodial/maintenance/security

g. h.
Teacher aide Other _____
(please specify)

Explain _____

Administrators Interview
Page 2

5. In reference to the new long range plan, how do you see future events affecting your school in reference to staffing?

6. Presented below is a list of work load quantifiers that could possibly affect the staffing needs of your school. Using the three columns to the right of the list, prioritize each qualifier as to its importance in judging the staffing needs for Administrators, Secretarial/Clerical Staff, and Maintenance/Custodial Staff.

	<u>Administrators</u>	<u>Secretarial/ Clerical</u>	<u>Maintenance/ Custodial</u>
1. Student Enrollment	_____	_____	_____
2. Number of Instructors	_____	_____	_____
3. Number of Regular Programs Offered	_____	_____	_____
4. Number of Special Programs Offered (CETA, Quick- Start, etc.)	_____	_____	_____
5. Accreditation Status	_____	_____	_____
6. Size of Physical Plant and Grounds	_____	_____	_____
7. Size of Budget	_____	_____	_____

7. Please list any other qualifiers that you feel might affect your school staffing needs.

Georgia Office of Vocational Education
Staffing Study

ACTIVITY SUMMARY SHEET

Administrative Tasks

School _____

Name _____ Title _____

Function	Actual		Desired Hours	Discrepancy Hours
	%	Hours		
A. Board				
B. Fiscal				
C. Educational Program				
D. Students				
E. Admissions, Registration and Records				
F. Counseling, Advising and Research				
G. Financial Aid and Special Programs				
H. Personnel				
I. Facilities				
J. Auxiliary Services				
K. Public Relations				
L. Meetings and Committees				
Total				

Georgia Office of Vocational Education
Staffing Study.

SURVEY INSTRUMENT

Administrative

- I. 1. School _____
2. Name _____
3. Current Job Title (local title) _____
4. Equivalent State job title that best describes your local job title (check one):

- | | |
|--|--|
| ☐ Vocational Director | ☐ Coordinator of Student Personnel Services |
| ☐ Coordinator of Post-Secondary Instruction | ☐ Coordinator of Industrial Training |
| ☐ Coordinator of Adult Instruction | ☐ Other (please specify): _____ |

5. Indicate whether your administrative position is:

- ☐ Full-time ☐ Part-time

6. The job title of your immediate supervisor:

7. List the local titles and the number of people with each title that you supervise:

<u>Title</u>	<u>Number</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Administrative Tasks

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
A. Board									
1. Attend Board and committee meetings									
2. Prepare/present special reports to the Board									
3. Apprise Board of laws/rules/regulations/policies									
4. Develop short/long range plans for school operations									
5. Develop agenda									
6. Record/Write minutes									
Other: 7.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function									

B-15

Administrative Tasks - 2

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
B. Fiscal									
1. Prepare annual institutional budget									
2. Prepare departmental/program budgets									
3. Prepare proposals/reports to apply for funding - Local/State/Federal/special									
4. Monitor institutional budget expenditures									
5. Monitor department and/or program budget expenditures									
6. Prepare/submit payroll information for full-time employees									
7. Prepare/submit payroll information for part-time employees									
8. Issue payroll checks									
9. Issue checks to cover invoices									
10. Invoice students/collect fees									
11. Invoice businesses and industries for special courses									
12. Receive/maintain accurate records of incoming monies									
13. Collect monies from vending machines									
14. Deposit monies in a bank									
15. Assist with financial audit									

B-16

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
16. Review and update insurance coverage									
17. Coordinate facilities rentals									
18. Sign payroll									
19. Arrange/Process payment for equipment lease									
Other: 20.									
21.									
Total hours spent	_____ x 230 =	_____ x 46 =	_____ x 12 =	_____ x 1 =					
Total for Function									

B-17

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
C. Educational Program									
1. Evaluate/develop curricular programs									
2. Engage in innovative and research oriented projects									
3. Develop/coordinate Special/ Evening/short-term educational programs									
4. Articulate programs with neighboring institutions									
5. Supervise/coordinate regular instructional programs									
6. Coordinate field trips									
7. Assist staff in the selection/use of instructional materials/ equipment									
8. Hire/evaluate personnel for special programs (EMT, Apprenticeship, Quick-Start, Consumer Ed. etc.)									
9. Prepare/monitor budgets and complete reports for special programs									
10. Determine community/ industrial needs for short-term courses									
11. Schedule off-campus courses									
12. Supervise library activities									
13. Maintain library materials									

B-18

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
14. Assigned teaching responsibilities									
15. Demonstration teaching									
16. Cover classes during an emergency									
17. Develop/coordinate Coop/OJT									
18. Production of AV material									
Other: 19.									
20.									
Total hours spent	$\text{ } \times 230 =$	$\text{ } \times 46 =$	$\text{ } \times 12 =$	$\text{ } \times 1 =$					
Total for Function									

B-19

Administrative Tasks - 6

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
D. Students									
1. Evaluate/report student progress									
2. Coordinate/conduct extra-curricular activities									
3. Coordinate services for "special needs" students									
4. Coordinate/conduct student orientation programs									
5. Meet with student council									
6. Meet with students about problems									
7. Enforce student discipline policies									
8. Conduct graduation exercises									
9. Organize/conduct student assemblies									
10. Coordinate alumni activities									
11. Monitor student attendance									
12. Coordinate/advise student organizations									
Other: 13.									
Total hours spent	_____ x 230 =	_____ x 46 =	_____ x 12 =	_____ x 1 =					
Total for Function									

Administrative Tasks - 7

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
E. Admissions, Registration and Records									
1. Develop annual school calendar									
2. Review/revise admissions standards									
3. Receive/process student admissions applications									
4. Interview prospective students									
5. Test prospective students									
6. Work with admissions committee/notify students of admissions status									
7. Prepare/monitor registration schedule									
8. Prepare/monitor room utilization schedule									
9. Register students									
10. Enforce school regulations on student attendance									
11. Compile student attendance reports									
12. Issue grade reports									
13. Prepare student transcripts/maintain permanent records									
14. Notify students of probation or suspension status									
15. Maintain anecdotal records									
16. Certify students for graduation									

B-21

Administrative Tasks - 8

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
17. Administer/orient student to GED tests									
Other: 18.									
19.									
20.									
Total hours spent	x 230 =	x 46 =	x 12 =	x 1 =					
Total for Function									

B-22

Administrative Tasks - 9

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
F. Counseling, Advising and Research									
1. Counsel students with personal/financial/discipline problems									
2. Provide academic advising									
3. Provide career counseling									
4. Provide job placement services									
5. Collect/report information on completions and/or placements									
6. Collect/report student follow-up data									
7. Work with business and industry on student placement									
8. Assist in preparation of annual SACS report									
9. Assist in preparation of self-study for accreditation									
10. Project student enrollment									
11. Conduct institutional research studies									
12. Prepare/submit required State and Federal reports									

B-23

Administrative Tasks - 10

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
13. Supervise/maintain student records									
Other: 14.									
15.									
16.									
Total hours spent	x 230 =	x 46 =	x 12 =	x 1 =					
Total for Function									

B-24

Administrative Tasks - 11

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
G. Financial Aid and Special Programs									
1. Explain/assist students in filing for financial aid (B.E.O.G., Work Study, Voc. Rehab., V.A., etc.)									
2. Maintain financial aid files									
3. Receive/distribute financial aid funds									
4. Prepare/submit financial aid reports									
5. Provide services/maintain files for CETA students									
6. Prepare budgets/submit reports for CETA funds									
7. Provide services/maintain files for VA students									
8. Prepare budgets/submit reports for VA funds									
Other: 9.									
10.									
11.									
Total hours spent	x 230 =	x 46 =	x 12 =	x 1 =					
Total for Function									

B-25

Administrative Tasks - 12

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
H. Personnel									
1. Screen/interview/select personnel for employment									
2. Schedule/supervise/evaluate employees									
3. Assign/supervise substitute or temporary employees									
4. Meet with employees about problems									
5. Maintain personnel records									
6. Collect/submit documentation for instructor certification									
7. Administer labor/management contracts									
8. Develop/administer personnel rules and regulations									
9. Serve as a staff resource person									
10. Prepare/present pre-service training programs									
11. Prepare/present in-service programs									
12. Process personnel grievances									
Other: 13.									
14.									
15.									
Total Hours spent	x 230 =	x 46 =	x 12 =	x 1 =					
2675 for Function									

Administrative Tasks - 13

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
I. Facilities									
1. Provide for maintenance on buildings and equipment									
2. Plan/maintain an inventory of property/equipment/materials									
3. Assist maintenance/custodial staff in emergency situations									
4. Plan/recommend facilities and equipment in the school									
5. Lease/Rent Quick Start Facilities									
6. Arrange for/monitor Security									
Other: 7. _____									
Total hours spent	x 230 =	x 46 =	x 12 =	x 1 =					
	_____	_____	_____	_____					
Total for Function					_____				

B-27

Administrative Tasks - 14

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
J. Auxiliary Services									
1. Provide health services for students									
2. Provide cafeteria services for students									
3. Provide bookstore services for students									
4. Schedule/supervise athletic and intramural events									
5. Purchase/distribute instructional materials									
6. Purchase/distribute/maintain instructional equipment									
7. Purchase/distribute office supplies									
8. Purchase/distribute maintenance and security supplies									
9. Write/review bid specifications									
10. Prepare safety/fire evacuation/tornado plans									
11. Conduct/report accident investigations									
Other: 12.									
13.									
14.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function									

Administrative Tasks - 15

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
K. Public Relations									
1. Keep community informed of school activities									
2. Participate in community related activities									
3. Visit local high schools									
4. Prepare a school catalogue									
5. Prepare a student handbook									
6. Assist in the publication of a school newspaper									
7. Assist in the publication of a school yearbook									
8. Develop flyers or brochures of course offerings									
9. Write news releases									
10. Prepare radio or TV spot commercials									
11. Participate in P.R.O.B.E. and college days activities									
12. Conduct "Open House" for the school									
13. Respond to requests for school information									
14. Respond to telephone inquiries									
15. Arrange/conduct Tours									
Other: 16.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					

281 Total for Function

282

Administrative Tasks - 16

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
L. Meetings and Committees									
1. Attend state/regional meetings									
2. Participate in related professional associations									
3. Plan/conduct division staff meetings									
4. Attend in-school meetings									
5. Organize/conduct craft advisory committee meetings									
6. Organize/conduct general advisory committee meetings									
7. Plan division/school social functions									
8. Attend Community/industry meetings									
Other: 9.									
10.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function					_____				

B-30

Administrative Tasks - 17

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
M. Serve as Recreation Director									
1. Instruct/coach students in group activities (sports/games, etc.)									
2. Instruct students in crafts									
3. Schedule athletic contests									
4. Arrange field trips									
5. Arrange for rentals/transportation									
6. Plan/arrange entertainment/other school-based activities									
7. Prepare requisitions for/recommend purchase of equipment/supplies									
8. Maintain record of receipts/expenditures									
9. Maintain activity records (kind of activity/participation, etc.)									
10. Maintain/process insurance forms/records									
11. Maintain equipment/supply storage area(s)									
12. Supervise maintenance of activity areas (rooms, playing fields, etc.)									
13. Oversee safety conditions of recreational facilities/activities									
14. Enforce discipline/sportsmanlike behavior									

B-31

Administrative Tasks - 18

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
15. Confer with students (counseling, encouragement, etc.)									
16. Attend staff meetings									
17. Attend professional update/other meetings/conferences									
18. Plan/develop new programs/special events									
Other: 19.									
20.									
21.									
Total hours spent	x 230 =	x 45 =	x 12 =	x 1 =					
Total for Function.....									

B-32

Georgia Office of Vocational Education
Staffing Study

INTERVIEW SCHEDULE

Secretarial/Clerical/Accounting

1. Who selects the secretaries (Director, etc.)?
2. Are secretaries selected on the basis of their qualifications for the particular position they are to fill?
3. Are recommendations from reliable sources carefully and confidentially examined?
4. Do salaries provide for appropriate standards of living in terms of the socioeconomic standards in the community?
5. Is the initial salary determined by the amount of training and experience of candidates?
6. Is a definite salary schedule in effect?
7. Is the salary schedule sufficiently flexible to allow for cases of unusual merit in order to recognize high qualifications or excellence of service records?
8. Is tenure provided after a successful probationary period?
9. What number of days per year are secretaries allowed absence from school duties without loss of pay because of:
 - a. Personal illness _____ How many days: _____
 - b. Personal days _____ How many days? _____
 - c. Vacation _____ How many days? _____
 - d. Holidays _____ How many days? _____
 - e. Other _____ How many days? _____
10. Is sick leave allowed to accumulate?
 - a. Total accumulation may not exceed how many days?

Secretarial/Clerical/Accounting Interview
Page 2

11. Are in-service training programs provided?
12. Who writes the job descriptions for the secretarial/clerical/accounting staff?
13. If you had the opportunity to increase one secretary, what two or three main tasks would that person perform?
14. If by chance you had to decrease a secretary, what tasks would you decrease?
15. Describe the major deficiencies (related to staffing) of the school's secretarial/clerical/accounting operations:

16. Recommendations for improvement:

**Georgia Office of Vocational Education
Staffing Study**

ACTIVITY SUMMARY SHEET

Secretarial/Clerical/Accounting

School _____

Name _____ Title _____

Function	Actual		Desired Hours	Discrepancy Hours
	%	Hours		
A. Organizing/Planning/ Coordinating				
B. Supervising and Implementing				
C. Receiving and Communicating				
D. Handling Mail				
E. Clerical Activities				
F. Stenographic				
G. Maintaining and Processing Student Records				
H. Maintaining and Processing Operating and Administrative Records				
I. Receiving and Disbursing Funds				
J. Accounting/Bookkeeping				
Total				

Georgia Office of Vocational Education
Staffing Study

SURVEY INSTRUMENT

Secretarial/Clerical/Accounting

- I. 1. School _____
2. Name _____
3. Current Job Title (local title) _____

4. Indicate whether your position is:

☐

Full-time employee

☐

Part-time employee

5. Write the title of the administrator/staff member to whom you are primarily assigned:

6. List the title(s) of any others for whom you perform work in the order of the amount of work you do for them:

- (1) _____
(2) _____
(3) _____
(4) _____
(5) _____
(6) _____

7. List the (local) titles and the number of people with each title that you supervise:

<u>Title</u>	<u>Number</u>
_____	_____
_____	_____
_____	_____
_____	_____

Secretarial/Clerical/Accounting

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
A. Organizing/Planning/Coordinating									
1. Schedule appointments									
2. Arrange conferences/meetings/ special school functions									
3. Arrange equipment at meetings									
4. Notify/remind participants of meetings									
5. Make travel arrangements									
6. Organize guided tours for visitors									
7. Notify/remind clients of class cancellation									
8. Organize/maintain book store									
Other: 9.									
Total hours spent	_____ x 230 =	_____ x 46 =	_____ x 12 =	_____ x 1 =					
	_____	_____	_____	_____					
Total for Function									

B-37

Secretarial/Clerical/Accounting - 2

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
B. Supervising and Implementing									
1. Interview/test applicants for office employment									
2. Orient employees/demonstrate equipment use and office procedures									
3. Plan/schedule work assignments									
4. Monitor/audit/supervise the work of office personnel									
5. Meet with administrators/supervisors to procure decisions/directions									
6. Compose administrative orders/written directions									
7. Supervise maintenance of equipment/supplies									
8. Secure quotations/prepare requests for supplies/equipment									
Other: 9.									
10.									
11.									
Total hours spent	x 230 =	x 46 =	x 12 =	x 1 =					
Total for Function									

B-38

Secretarial/Clerical/Accounting - 3

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
C. Receiving and Communicating									
1. Perform errands									
2. Greet/direct visitors									
3. Answer students' inquiries									
4. Answer staff's inquiries									
5. Place phone calls for members of staff									
6. Receive/direct telephone calls									
7. Distribute telephone memoranda/messages									
8. Assist substitute teachers (receive/issue directions, etc.)									
9. Receive information for/make PA System announcements									
10. Maintain telephone log									
Other: 11.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function					_____				

B-39

Secretarial/Clerical/Accounting - 4

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
D. Handling Mail									
1. Compile/maintain mailing lists									
2. Process outgoing mail/packages									
3. Prepare mass mailings									
4. Receive/distribute mail/deliveries									
Other: 5.									
6.									
7.									
Total hours spent	<u> </u> x 230 =	<u> </u> x 46 =	<u> </u> x 12 =	<u> </u> x 1 =					
Total for Function									

B-40

Secretarial/Clerical/Accounting - 5

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
E. Clerical Activities									
1. Clean/maintain office equipment									
2. Operate ditto/mimeograph									
3. Operate photocopier									
4. Collate duplicated items									
5. Staple materials									
6. Fold/bind printed materials									
7. Prepare audio-visual materials (transparencies, tape recordings, etc.)									
8. Prepare/process purchase orders/requisitions									
9. Receive incoming supplies/notify vendors regarding shortages									
10. Fill supply requests									
11. Organize/manage/update file system									
12. File/retrieve materials									
13. Maintain clippings file									

B-41

Secretarial/Clerical/Accounting - 6

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
14. Sell/distribute books/supplies									
15. Prepare/process evaluation reports									
16. Assemble informational packets									
17. Grade tests									
Other: 18.									
19.									
Total hours spent	x 230 =	x 46 =	x 12 =	x 1 =					
Total for Function									

B-42

303

304

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
F. Stenographic									
1. Take minutes of meetings									
2. Take dictation									
3. Type letters/memoranda									
4. Type reports/manuscripts									
5. Type lists									
6. Type tests/instructional materials									
7. Type newsletters/news releases									
8. Type graphs/charts/tables									
9. Type pre-printed forms									
10. Type accounting statements/analyses/summaries									
11. Type addresses (envelopes/labels)									
12. Type minutes of meetings									
13. Maintain/distribute minutes of meetings									
14. Maintain policy manuals/handbooks									
15. Proofread/correct copy									
16. Compose correspondence									
17. Compile data for/compose/prepare reports									
18. Collect/compile materials/information for assigned administrator(s)									306

Secretarial/Clerical/Accounting - 8

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
19. Act as notary public									
Other: 20.									
21.									
22.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function									

B-44

Secretarial/Clerical/Accounting - 9

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
G. Maintaining and Processing Student Records									
1. Assist students in registration									
2. Obtain previous (school/employer) records for new students									
3. Prepare class rosters									
4. Record pupil attendance									
5. Prepare/maintain student records									
6. Assist with placement tests									
7. Collect/record time cards									
8. Type grade reports									
Other: 9.									
10.									
Total hours spent	_____ x 230 =	_____ x 46 =	_____ x 12 =	_____ x 1 =					
Total for Function									

B-45

Secretarial/Clerical/Accounting - 10

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
H. Maintaining and Processing Operating and Administrative Records									
1. Record daily employee attendance/time card data									
2. Prepare/maintain personnel records									
3. Maintain/type travel expense records									
4. Maintain library records									
5. Maintain inventory of office supplies/equipment									
6. Maintain school equipment inventory									
7. Collect/compile data for governmental and other reports/surveys									
8. Process accident reports									
9. Maintain insurance records									
10. Monitor office/departmental budgets									
11. Monitor institutional budget									
Other: 12.									
13.									
14.									
Total hours spent	_____ x230 = _____	_____ x46 = _____	_____ x 12 = _____	_____ x 1 = _____					

312

311

Total for Function

B-46

Secretarial/Clerical/Accounting - 11

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
I. Receiving and Disbursing Funds									
1. Draft budget estimates									
2. Manage petty cash account									
3. Process check or cash payments/issue receipts									
4. Prepare/make bank deposits									
5. Check accuracy/completeness of expense reports									
6. Compile/verify data for preparation of payroll									
7. Prepare payroll statements									
8. Write/process checks (payroll and other)									
9. Distribute payroll									
10. Balance cash accounts/reconcile bank statements									
11. Process accounts receivable invoices									
12. Process accounts payable invoices									
13. Process insurance claims reports									
Other: 14.									
15.									
16.									
Total hours spent	_____ x 230 =	_____ x 46 =	_____ x 12 =	_____ x 1 =					
Total for Function									

313

314

B-47

Secretarial/Clerical/Accounting - 12

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
J. Accounting/Bookkeeping									
1. Journalize receipts									
2. Journalize disbursements									
3. Post receipts to general ledger									
4. Post disbursements to general ledger									
5. Balance accounts									
6. Prepare financial statements									
7. Compile data and prepare financial reports/payments to governmental agencies									
8. Prepare administrative/financial reports									
9. Maintain student activity accounts									
10. Maintain special school accounts									
11. Maintain student accounts (CETA, Voc. Rehab, etc.)									
12. Maintain special program accounts (e.g., Quick Start)									
Other: 13.									
Total hours spent	_____ x 230 =	_____ x 46 =	_____ x 12 =	_____ x 1 =					
Total for Function _____									

B-48

Georgia Office of Vocational Education

Staffing Study

INTERVIEW SCHEDULE

Custodial/Maintenance/Security

School _____ Date _____

Name _____

Interviewer _____

1. Are staff members selected on the basis of their qualifications for the particular position they are to fill?
2. Does the director have a part in the selection and assignment of custodial and maintenance staff?
3. Are recommendations from reliable sources carefully and confidentially examined?
4. Do salaries provide for appropriate standards of living in terms of the socioeconomic standards of the community?
5. Is the initial salary determined by the amount of training and experience of candidates?
6. Is a definite salary schedule, including regular increments, in effect?
7. Is the salary schedule sufficiently flexible to allow for cases of unusual merit in order to recognize high qualifications or excellence of service rendered?
8. Is tenure provided after a successful probationary period?
9. Are employees allowed a number of days absence from school duties, without loss of pay, because of:

a. Personal illness	_____	How many days?	_____
b. Personal days	_____	How many days?	_____
c. Vacation	_____	How many days?	_____
d. Holidays	_____	How many days?	_____
e. Other	_____	How many days?	_____

Custodial/Maintenance/Security Interview
Page 2

10. Is sick leave allowed to accumulate?
 - a. Total accumulation may not exceed how many days?
11. Do custodians use equipment and supplies efficiently and economically?
12. Do staff members give special attention to conditions affecting health and safety?
13. Are inservice training programs provided?
14. Are staff members particularly alert to the prevention of accidents?
15. Who writes the job descriptions for the custodial/maintenance/security staff?
16. If you had the opportunity to increase one custodial/maintenance/security person, what two or three main tasks would that person perform?
17. If by chance you had to decrease a custodial/maintenance/security person, what tasks would you decrease?
18. Describe the major deficiencies (related to staffing) of the school's custodial/maintenance/security operations?

19. Recommendations for improvement:

**Georgia Office of Vocational Education
Staffing Study**

ACTIVITY SUMMARY SHEET

Custodial/Maintenance/Security

School _____

Name _____ Title _____

Function	Actual		Desired Hours	Discrepancy Hours
	%	Hours		
A. Maintaining Grounds				
B. Maintaining and Repairing Equipment and Facilities				
C. Ordering, Receiving, Assembling, Preparing Supplies and Equipment				
D. Disposing of Rubbish and Waste Materials				
E. Cleaning and Maintaining Fixed Surfaces				
F. Cleaning and Maintaining Furniture, Fixtures, and Equipment				
G. Supervising and Coordinating				
H. Maintaining Building Security				
I. Acting as Security Guard				
Total				

Georgia Office of Vocational Education
Staffing Study

SURVEY INSTRUMENT

Custodial/Maintenance/Security

- I. 1. School _____
2. Name _____
3. Local title of your position _____
4. Corresponding State title of your position _____
5. Indicate whether your position is: Full-time ☐ Part-time ☐
6. Name and title of your immediate supervisor _____
7. Do you supervise any employees? Yes ☐ No ☐
8. If answer to 7 is yes, list the local titles and number of people with each title that you supervise:

<u>Local titles of persons supervised</u>	<u>Number</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

9. How do you classify your position? Check the one which applies:

Custodian
Janitor
Cleaner
Maintenance Worker
Supervisor
Engineer
Security Guard
Other (Specify)

☐
☐
☐
☐
☐
☐
☐
☐

Custodial/Maintenance/Security

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
A. Maintaining Grounds									
1. Fertilize and seed/plant lawns and gardens									
2. Cut grass and remove weeds									
3. Trim trees and shrubbery									
4. Remove trash/debris from grounds including sidewalks, driveways and parking areas									
5. Assist in emergency operations created by weather conditions									
6. Repair fence									
Other: 7. _____									
8. _____									
Total hours spent	_____ x _____ = _____	_____ x _____ = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function									

B-53

Custodial/Maintenance/Security - 2

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
B. Maintaining and Repairing Equipment and Facilities									
1. Inspect/service/repair mechanical systems/equipment									
2. Inspect/repair plumbing systems									
3. Inspect/service/repair electrical systems/equipment									
4. Inspect/service/repair heating systems									
5. Fire boiler/tend furnace									
6. Inspect/service/repair air cooling systems									
7. Check and adjust room temperatures									
8. Replace floor tiles									
9. Replace ceiling tiles									
10. Paint walls and trim									
11. Repair/replace roofing/gutters/downspouts									
12. Repair/replace flashing and caulking									
13. Repair/replace minor cement or concrete construction									
14. Perform minor carpentry work (repairs/relocations)									
15. Perform major carpentry work (additions/remodeling, etc.)									
16. Repair/replace windows									
17. Repair classroom and office furniture and equipment									
18. Replace burned-out light bulbs									

B-54

Custodial/Maintenance/Security - 3

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
19. Move furniture or equipment as required									
20. Test/service emergency system (lighting, fire alarm, security, etc.)									
21. Put up/take down flags									
Other: 22. _____									
23. _____									
24. _____									
25. _____									
Total hours spent	_____ x _____ =	_____ x _____ =	_____ x 12 =	_____ x 1 =					
	_____	_____	_____	_____					
Total for Function									

B-55

Custodial/Maintenance/Security - 4

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
C. Ordering, Receiving, Assembling, Preparing Supplies & Equipment									
1. Assist in preparation of maintenance and/or custodial budget									
2. Drive a school truck or van									
3. Deliver school supplies to building(s)									
4. Deliver food supplies to cafeteria									
5. Load and unload supplies									
6. Distribute classroom and office supplies									
7. Assemble new equipment (classroom, office, custodial, maintenance)									
Other: 8. _____									
9. _____									
10. _____									
Total hours spent	____ x =	____ x =	____ x 12 =	____ x 1 =					
Total for Function									

B-56

Custodial/Maintenance/Security - 5

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
D. Disposing of Rubbish and Waste Materials									
1. Empty trash and waste baskets and remove to collection area or incinerator									
2. Burn waste paper									
3. Remove lunchroom garbage to collection area or incinerator									
4. Burn lunchroom garbage in incinerator									
5. Remove ashes from furnace									
Other: 6.									
7.									
8.									
Total hours spent	____ x ____ =	____ x ____ =	____ x 12 =	____ x 1 =					
Total for Function									

B-57

329

330

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
E. Cleaning and Maintaining Fixed Surfaces									
1. Sweep/dry mop/vacuum hall floors									
2. Scrub/wet mop/ shampoo hall floors									
3. Strip/seal/wax/buff hall floors									
4. Sweep/dry mop/vacuum classroom floors									
5. Scrub/wet mop/shampoo classroom floors									
6. Strip/seal/wax/buff classroom floors									
7. Sweep/dry mop/vacuum cafeteria floor									
8. Scrub/wet mop/shampoo cafeteria floor									
9. Strip/seal/wax/buff cafeteria floor									
10. Sweep/dry mop/vacuum auditorium and stage floor									
11. Scrub/wet mop/shampoo auditorium and stage floor									
12. Sweep/dry mop gymnasium floor									
13. Scrub/strip/seal gymnasium floor									
14. Wet mop/scrub and disinfect kitchen floor									
15. Sweep/dry mop/vacuum stairways									
16. Scrub/wet mop/shampoo stairways									
17. Strip/seal stairways									

Custodial/Maintenance/Security - 7

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
18. Wash walls									
19. Remove marks/substances from surfaces									
20. Wash windows									
21. Wash/polish door glass									
22. Clean window sills									
23. Clean furnace room									
Other: 24.									
25.									
26.									
27.									
28.									
Total hours spent	_____ x _____ = _____	_____ x _____ = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function									

B-59

11.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
F. Cleaning and Maintaining Furniture, Fixtures, and Equipment									
1. Clean restrooms including commodes, urinals, sinks, floors, mirrors, etc. (mop/scrub, disinfect, fungus spray, etc.)									
2. Clean locker rooms including floors, benches, fountains, etc. (mop/scrub, disinfect, fungus spray)									
3. Clean shower rooms including floors, commodes, urinals, sinks, fountains, mirrors, etc. (mop/scrub, disinfect, fungus spray)									
4. Clean office areas (floors, drapes, shades, blinds, etc.)									
5. Clean shelving									
6. Clean chalk boards and chalk trays									
7. Clean classroom furniture									
8. Clean cafeteria tables and seats									
9. Clean auditorium seats									
10. Clean gymnasium bleachers									
11. Clean drinking fountains									
12. Polish metal fixtures and hardware									

B-60

Custodial/Maintenance/Security - 9

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
13. Clean window shades/venetian blinds									
14. Clean lighting fixtures									
15. Clean lockers									
Other: 16.									
17.									
18.									
Total hours spent	_____ x _____ = _____	_____ x _____ = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function									

B-61

Custodial/Maintenance/Security - 10

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
G. Supervising and coordinating									
1. Interview prospective employees									
2. Conduct orientation program for new custodians									
3. Prepare work schedules and assign personnel									
4. Schedule/orient substitute custodians									
5. Conduct inservice training programs									
6. Prepare custodial and maintenance budget									
7. Prepare specifications for supplies and equipment									
8. Order custodial and maintenance supplies and equipment									
9. Maintain inventory control for custodial and maintenance supplies and equipment									
10. Evaluate the durability of cleaning agents, waxes, paper products, and other products used in the cleaning process									
11. Prepare written directions for care and maintenance of floors, walls, ceilings, windows, lavatories, etc.									
12. Establish a schedule of repairs, replacements, remodeling, or other changes in building(s) or grounds for short term or long term planning									

B-62

Custodial/Maintenance/Security -11

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
13. Develop and maintain energy conservation program									
14. Inspect school building(s) and property									
15. Review and enforce safety standards (OSHA, State, local)									
16. Interact with heating, plumbing, electrical, etc. contractors									
17. Meet with insurance representatives and State and local inspectors									
18. Supervise the receiving and distribution of building supplies and equipment									
19. Process and file accident reports									
20. Demonstrate procedures									
Other: 21.									
22.									
23.									
24.									
Total hours spent	<u> </u> x <u> </u> = <u> </u>	<u> </u> x <u> </u> = <u> </u>	<u> </u> x 12 = <u> </u>	<u> </u> x 1 = <u> </u>					
Total for Function									

B-63

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
H. Maintaining Building Security									
1. Determine that windows/doors are closed and locked at the end of each work day and/or when area is not in use									
2. Determine that classrooms, offices, or special areas are locked at the end of each work day and/or when not in use									
3. Unlock entrances at beginning of work day and lock them at the end of the work day									
4. Monitor unauthorized personnel in building									
5. Maintain order and security in building and on school grounds									
6. Enforce school rules and regulations									
7. Supervise parking of cars for special events									
Other: 8.									
9.									
10.									
Total hours spent	____ x ____ =	____ x ____ =	____ x 12 =	____ x 1 =					
Total for Function									

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
I. Acting as Security Guard									
1. Apprehend and restrain violators									
2. Control traffic at special events									
3. Coordinate guard functions with other agencies									
4. Clean, lubricate, and control assigned weapon									
5. Escort/guard money carriers									
6. Inspect security/patrol vehicle									
7. Investigate minor offenses/incidents									
8. Make on the spot corrections of minor violations									
9. Patrol on foot									
10. Patrol with vehicle									
11. Protect the scene of accident/incident									
12. Control locks and keys									
13. Control personnel/vehicle movement in restricted area									
14. Detect/report/investigate sabotage incidents									
15. Detect/report/investigate pilferage incidents									
16. Guard entry/exit to restricted areas									
17. Investigate intrusions or emergencies detected by alarms									

B-65

Custodial/Maintenance/Security - 14

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
18. Investigate bomb threats									
19. Search individuals									
20. Search material/cargo									
21. Monitor mechanical equipment and alarm systems									
22. Send and receive radio transmissions									
23. Administer emergency first aid									
24. Man security control station									
Other: 25.									
26.									
27.									
28.									
29.									
Total hours spent	___ x =	___ x =	___ x 12 =	___ x 1 =					
Total for Function									

B-66

Georgia Office of Vocational Education
Staffing Study

ACTIVITY SUMMARY SHEET

Teacher's Aide

School _____

Name _____ Title _____

Function	Actual		Desired Hours	Discrepancy Hours
	X	Hours		
A. Secretarial/Clerical Activities				
B. Instructional Support Activities				
C. Maintaining Records				
D. Communicating and Coordinating				
Total				

Georgia Office of Vocational Education
Staffing Study

SURVEY INSTRUMENT

Teacher's Aide

- I. 1. School _____
2. Name _____
3. Title of your position _____
4. Indicate whether your position is: Full-time ☐ Part-time ☐
5. Name and title of your immediate supervisor(s): _____

6. Indicate the program(s) in which you work:

Teacher's Aide

II.

Function/Task	Hours Spent Performing Task				Importance			Include	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
A. Secretarial/Clerical Activities									
1. Clean/maintain equipment									
2. Operate ditto/mimeo equipment									
3. Operate photocopier									
4. Collate duplicated items									
5. Staple materials									
6. Fold/bind printed materials									
7. Prepare audio-visual materials									
8. Prepare purchase orders/requisitions									
9. Receive/check incoming supplies/equipment									
10. Organize/manage/update file system									
11. File/retrieve materials									
12. Maintain curriculum file									
13. Collect and compile materials/information									
14. Type letters and memoranda									
15. Type reports									
16. Type lists									
17. Type test/instructional materials									

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Teacher's Aide - 2

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
18. Type addresses (envelopes, labels)									
19. Proofread and correct copy									
20. Organize/maintain bookstore									
21. Sell/distribute books/supplies									
22. Collect money									
23. Maintain clipping file/scrapbook									
Other: 24.									
25.									
26.									
27.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function					_____				

B-70

Teacher's Aide - 3

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
B. Instructional Support Activities									
1. Assist teacher with individual instruction of students									
2. Assist teacher with small group instruction of students									
3. Monitor student work assignments									
4. Assist with resolution of student problems									
5. Temporarily supervise students in teacher's absence									
6. Distribute class-related materials/supplies									
7. Give/correct tests/papers/reports									
8. Attend meetings									
9. Assist with vocational student organization activities									
10. Prepare/maintain bulletin boards/displays									
11. Assist with clean-up routines									
12. Maintain/disseminate library materials									
13. Mend/repair books/materials									
14. Assist in supervision of children (Ch.Care Program)									
15. Distribute/collect child-care equipment/materials									
Total hours spent	x 230 =	x 46 =	x 12 =	x 1 =					

Total for Function

358

B-71

355

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
C. Maintaining Records									
1. Prepare class rosters									
2. Record daily pupil attendance									
3. Maintain student attendance cards									
4. Maintain student records									
5. Maintain shop/class equipment/supply inventories									
6. Prepare/maintain participation reports/records									
Other: 7.									
8.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function									

B-72

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
D. Communicating and Coordinating									
1. Schedule appointments									
2. Arrange conferences/meetings									
3. Arrange for/set up equipment at meetings									
4. Make field trip reservations/arrangements									
5. Perform errands									
6. Greet/direct visitors									
7. Place/answer phone calls									
8. Answer student inquiries									
Other: 9.									
10.									
11.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function									

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Georgia Office of Vocational Education
Staffing Study

ACTIVITY SUMMARY SHEET

School _____

Name _____ Title _____

Function	Actual		Desired Hours	Discrepancy Hours
	I	Hours		
A.				
B.				
C.				
D.				
E.				
F.				
G.				
H.				
I.				
J.				
Total				

Georgia Office of Vocational Education
Staffing Study

SURVEY INSTRUMENT

Media Specialist

I. 1. School _____

2. Name _____

3. Current Job Title (Local Title) _____

4. Indicate whether your position is:

☐

Full-time Employee

☐

Part-time Employee

5. Name and title of your immediate supervisor _____

6. Do you supervise any employees?

☐

Yes

☐

No

7. If the answer to 6 is "yes", list the local titles and number of people with each title that you supervise:

Title

Number

8. a. How long have you worked at this school? _____

b. How long have you worked in your present position? _____

Media Specialist Tasks

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
A. Instructional Support Activities									
1. Confer with teachers/ other staff									
2. Prepare/produce AV materials (transparencies, tapes, etc.)									
3. Fill equipment/supply requests									
4. Write/edit instructional materials									
5. Make arrangements for/ take photographs									
6. Develop/print film									
7. Duplicate tapes/slides, etc.									
8. Field-test materials/equipment									
9. Orient students/staff to equipment operation									
10. Mend/repair instructional materials									
Other: 11.									
12.									
13.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function.....									

B-76

Media Specialist Tasks - 2

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
B. Clerical Activities									
1. Prepare/process purchase orders/requisitions									
2. Operate ditto/mimeograph									
3. Operate photocopier									
4. Collate duplicated items									
5. Staple materials									
6. Fold/bind printed materials									
7. Organize/manage/update file/storage system									
8. Shelve/file/retrieve materials/equipment/supplies									
9. Proofread/correct copy/materials									
Other: 10.									
11.									
12.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function.....					_____				

B-77

Media Specialist Tasks - 3

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
C. Equipment Maintenance/Operation									
1. Clean/maintain equipment									
2. Repair equipment									
3. Arrange for outside repairs to equipment									
Other: 4.									
5.									
6.									
Total hours spent	____ x 230 = _____	____ x 46 = _____	____ x 12 = _____	____ x 1 = _____					
Total for Function.....	_____								

B-78

Media Specialist Tasks - 4

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
D. Record Keeping									
1. Maintain equipment reservation/usage log									
2. Compile data for/prepare/process proposals/reports									
3. Photograph for/prepare ID cards									
Other: 4.									
5.									
6.									
Total hours spent	____ x 230 = _____	____ x 46 = _____	____ x 12 = _____	____ x 1 = _____					
Total for Function.....	_____								

B-76

Media Specialist Tasks - 5

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
E. Public/Professional Relations Activities									
1. Attend professional meetings/conferences									
2. Attend community/public meetings/conferences									
3. Write/edit public relations materials									
4. Maintain clippings file/scrapbook									
Other: 5.									
6.									
7.									
Total hours spent	____ x 230 = _____	____ x 46 = _____	____ x 12 = _____	____ x 1 = _____					
Total for Function.....									

B-80

Georgia Office of Vocational Education
Staffing Study

INTERVIEW SCHEDULE

Houseparent/Food Service/Cafeteria

School _____ Name _____

Interviewer _____ Date _____

1. Who selects the houseparent/food service/cafeteria personnel (Director, etc.)?
2. Are these persons selected on the basis of their qualifications for the particular position they are to fill?
3. Are recommendations from reliable sources carefully and confidentially examined?
4. Do salaries provide for appropriate standards of living in terms of the socioeconomic standards in the community?
5. Is the initial salary determined by the amount of training and experience of candidates?
6. Is a definite salary schedule in effect?
7. Is the salary schedule sufficiently flexible to allow for cases of unusual merit in order to recognize high qualifications or excellence of service records?
8. Is tenure provided after a successful probationary period?
9. Is the dismissal of an employee preceded by a warning and a written statement of reasons?
10. What number of days per year are houseparent/food service/cafeteria personnel allowed absence from school duties without loss of pay because of:
 - a. Personal illness _____ How many days? _____
 - b. Personal days _____ How many days? _____
 - c. Vacation _____ How many days? _____
 - d. Holidays _____ How many days? _____
 - e. Other _____ How many days? _____
11. Is sick leave allowed to accumulate?
 - a. total accumulation may not exceed how many days? _____

Houseparent/Food Service/Cafeteria
Page 2

12. Is a contributory retirement plan available?
13. Are in-service training programs provided?
14. Who writes the job descriptions for the houseparent/food service/cafeteria staff?
15. Do houseparent/food service/cafeteria staff members use equipment and supplies efficiently and economically?
16. Do these staff members give special attention to conditions affecting health and safety?
17. Are these staff members particularly alert to the prevention of accidents?
18. Describe the major deficiencies (relating to staffing) of the school's houseparent/food service/cafeteria operations:

19. Recommendations for improvement:

Georgia Office of Vocational Education
Staffing Study

SURVEY INSTRUMENT

Food Service/Cafeteria

- I. 1. School _____
2. Name _____
3. Current Job Title (Local Title) _____
4. Indicate whether your position is:
- ☐ Full-time Employee ☐ Part-time Employee
5. Name and title of your immediate supervisor _____
6. Do you supervise any employees? ☐ Yes ☐ No
7. If the answer to 6 is "yes", list the local titles and number of people with each title that you supervise:

<u>Title</u>	<u>Number</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

8. a. How long have you worked at this school? _____
- b. How long have you worked in your present position? _____

Food Service/Cafeteria

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
A. Ordering/Receiving/Storing/Dispensing Supplies									
1. Plan menus									
2. Gather data on costs/secure quotations									
3. Order supplies/foods									
4. Prepare/process requisitions/repair orders									
5. Check food shipments into school/verify orders									
6. Arrange foods/supplies in storage areas									
7. Record food deliveries									
8. Approve bills for payment									
Other: 9.									
10.									
11.									
Total hours spent	x 230 =	x 46 =	x 12 =	x 1 =					
Total for Function									

B-84

Food Service/Cafeteria - 2

II.

Function/Task	Hours Spent Performing Task				Importance			Include	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
B. Preparing Foods/Beverages									
1. Calculate quantities of food to be prepared									
2. Prepare uncooked foods									
3. Measure/weigh/mix/pan according to recipe/formula									
4. Stir/perform cooking/baking operations									
5. Finish/decorate foods									
6. Depan foods/arrange for service									
7. Prepare beverages									
Other: 8.									
9.									
10.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function									

B-85

Food Service/Cafeteria - 3

II.

Function/Task	Hours Spent Performing Task				Importance			Include	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
C. Serving Foods/Beverages									
1. Set up tables (linens, silver, etc.)									
2. Arrange centerpieces/decorative displays									
3. Apportion/assist in preparation of individual servings (for table service)									
4. Serve foods (table service)									
5. Fill/refill food supplies (counter service)									
6. Serve foods/beverages (counter service)									
Other: 7.									
8.									
9.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function									

B-86

Food Service/Cafeteria - 4

II.

Function/Task	Hours Spent Performing Task				Importance			Include	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
D. Maintaining Equipment/Preparation/ Service Area									
1. Clean/store utensils									
2. Clean/store dishes/ silverware									
3. Inventory linens/service utensils									
4. Collect/scrape/stack soiled tableware/cookware									
5. Clean kitchen surfaces									
6. Sanitize kitchen surfaces									
7. Clean dining area surfaces									
8. Sanitize dining area surfaces									
9. Clean service counter area									
10. Clean/maintain food storage areas									
11. Clean/maintain garbage/ trash areas									
Other: 12.									
13.									
14.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function					382				

Food Service/Cafeteria - 5

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
E. Record Keeping/Reporting									
1. Operate cash register (collect fees)									
2. Stamp/punch/check meal tickets									
3. Issue meal tickets									
4. Maintain personnel records (food service/cafeteria employees)									
5. Maintain employee attendance records									
6. Supervise/take inventory									
7. Maintain inventory record of food/equipment/supplies									
8. Prepare monthly inventory report									
9. Record/maintain files of meals served									
10. Prepare monthly donated-commodity inventory/report									
11. Prepare daily cost sheet/cash sales report									
12. Compile information for/prepare budget/financial reports (local/State/Federal)									
13. Record cash register/cash box totals									
14. Collect/deposit receipts									
15. Prepare financial statements									
16. Prepare schedules of accounts payable/receivable									

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Food Service/Cafeteria - 6

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
Other: 17.									
18.									
19.									
Total hours spent	x 230 =	x 46 =	x 12 =	x 1 =					
Total for Function									

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386

387

Food Service/Cafeteria - 7

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
F. Supervising/Coordinating									
1. Interview applicants for employment									
2. Orient new employees									
3. Demonstrate procedures/ use of equipment									
4. Plan/schedule work assignments									
5. Call substitutes for absentee employees									
6. Monitor/supervise the work of food service/cafeteria personnel									
7. Prepare written evaluations of employees									
8. Attend professional meetings/conferences									
9. Attend/conduct staff meetings/conferences									
10. Make up food preparation schedules									
11. Write/duplicate/post daily menus									
12. Supervise food preparation operations									
13. Supervise food service operations									
14. Inspect for safety/ cleanliness/quality									
15. Assist instructional staff with students (nutrition/ food preparation/etc.)									
16. Compose administrative orders/ written directions									

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Food Service/Cafeteria - 8

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
17. Provide advice regarding new/renovated facilities									
18. Arrange special dinners/meetings									
Other: 19.									
20.									
21.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function	_____								

B-91

Georgia Office of Vocational Education
Staffing Study

SURVEY INSTRUMENT

Houseparent

- I. 1. School _____
2. Name _____
3. Current Job Title (Local Title) _____
4. Indicate whether your position is:
- ☐ Full-time Employee ☐ Part-time Employee
5. Name and title of your immediate supervisor _____
6. Do you supervise any employees? ☐ Yes ☐ No
7. If the answer to 6 is "yes", list the local titles and number of people with each title that you supervise:

<u>Title</u>	<u>Number</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

8. a. How long have you worked at this school? _____
- b. How long have you worked in your present position? _____

Houseparent

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
A. House Maintenance									
1. Clean/maintain premises									
2. Order/maintain kitchen supplies									
3. Assist students with housekeeping skills (provide homemaking assistance)									
4. Perform security/maintenance checks									
Other: 5.									
6.									
7.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function	_____								

B-93

Houseparent - 2

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
B. Student Affairs									
1. Orient/assist in orientation of new students									
2. Advise/counsel students (personal/educational problems)									
3. Instruct/advise students on social behavior									
4. Patrol/monitor student behavior									
5. Mediate student discussions/disagreements									
6. Investigate student complaints/requests									
7. Provide crisis intervention in an emergency									
8. Administer/arrange for emergency first aid/minor medical care									
Other: 9.									
10.									
11.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function									

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
C. House/School Activities									
1. Plan/organize house activities									
2. Plan/organize school activities									
3. Assist students with homework assignments									
4. Serve as resource person at tenant meetings									
Other: 5.									
6.									
7.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function									

B-95

Houseparent - 4

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
D. Conferences/Meetings									
1. Conduct/attend meetings/ conferences with students									
2. Conduct/attend meetings/ conferences with parents/ guardians									
3. Attend meetings with school personnel									
Other: 4.									
5.									
6.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function									

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Houseparent - 5

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
E. Reporting and Recordkeeping									
1. Prepare written reports on residents (census information)									
2. Prepare written reports on residents (behavioral)									
3. Prepare written reports on the residence									
Other: 4.									
5.									
6.									
Total hours spent	_____ x 230 =	_____ x 46 =	_____ x 12 =	_____ x 1 =					
	_____	_____	_____	_____					
Total for Function									

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Georgia Office of Vocational Education
Staffing Study

SURVEY INSTRUMENT

Laundry Worker

- I. 1. School _____
2. Name _____
3. Current Job Title (Local Title) _____
4. Indicate whether your position is:

☐ Full-time Employee

☐ Part-time Employee

5. Name and title of your immediate supervisor _____

6. Do you supervise any employees? ☐ Yes ☐ No

7. If the answer to 6 is "yes", list the local titles and number of people with each title that you supervise:

<u>Title</u>	<u>Number</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

8. a. How long have you worked at this school? _____
b. How long have you worked in your present position? _____

Laundry Worker

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
1. Collect Laundry									
2. Label/mark laundry items									
3. Sort laundry									
4. Mend laundry items									
5. Pre-treat laundry items									
6. Machine-wash/dry laundry items									
7. Hand-wash/hang laundry items									
8. Sort/fold laundered items									
9. Iron/press laundered items									
10. Package laundered items for delivery/storage									
11. Deliver laundered items									
12. Issue/collect/maintain laundry lists									
13. Maintain supply inventory									
14. Arrange laundered items in storage areas									
15. Order laundry supplies/replacement items									
16. Clean/maintain laundry facility									
17. Clean/maintain laundry equipment									
18. Attend staff meetings									

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Laundry Worker - 2

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
Other: 19.									
20.									
21.									
22.									
Total hours spent	x 230 =	x 46 =	x 12 =	x 1 =					
Total for Function									

B-100

Georgia Office of Vocational Education
Staffing Study

SURVEY INSTRUMENT

Nurse

- I. 1. School _____
2. Name _____
3. Current Job Title (Local Title) _____
4. Indicate whether your position is:

☐

Full-time Employee

☐

Part-time Employee

5. Name and title of your immediate supervisor _____

6. Do you supervise any employees? ☐ Yes ☐ No

7. If the answer to 6 is "yes", list the local titles and number of people with each title that you supervise:

Title

Number

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

8. a. How long have you worked at this school? _____
b. How long have you worked in your present position? _____

Nurse Tasks

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
A. Instructional Support Activities									
1. Assist in planning/organizing school health-related occupational programs									
2. Attend school staff meetings									
3. Provide class instruction/demonstrations									
Other: 4.									
5.									
6.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function									

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Nurse Tasks - 2

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
B. Health Care									
1. Schedule examinations									
2. Coordinate/assist with examinations (physical/dental)									
3. Arrange for special tests/examinations/immunization programs									
4. Assist with/administer screening programs (vision/hearing/etc.)									
5. Provide emergency care									
6. Test for pregnancy/disease									
7. Notify physician/family in emergency cases									
8. Administer care, as ordered by physician									
9. Dispense drugs, with physician's permission/order									
Other: 10.									
11.									
12.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function.....									

Nurse Tasks - 3

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
C. Record Keeping/Processing									
1. Complete/process accident reports									
2. Maintain records of school nursing services									
3. Maintain student health records									
4. Inventory supplies									
5. Prepare/process requisitions									
6. Store/maintain supplies/equipment									
7. Prepare/process budget/financial statements									
8. Prepare/process local/State/Federal records									
Other: 9.									
10.									
11.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function.....									

B-104

Nurse Tasks - 4

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
D. Professional Preparation/ Maintenance									
1. Attend professional organization meetings									
2. Attend school staff meetings/ consultations									
3. Attend professional training seminars/workshops/classes									
Other: 4.									
5.									
6.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function.....									

B-105

Nurse Tasks - 5

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
E. Consultation/Counseling									
1. Assist in planning/ organizing school health care program									
2. Confer with/advise students									
3. Confer with school staff									
4. Confer with parents/ guardians									
5. Confer with local/State/ Federal health officers/ services									
Other: 6.									
7.									
8.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function.....					_____				

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Georgia Office of Vocational Education
Staffing Study

SURVEY INSTRUMENT

Librarian

1. 1. School _____
2. Name _____
3. Current Job Title (Local Title) _____
4. Indicate whether your position is:

☐

Full-time Employee

☐

Part-time Employee

5. Name and title of your immediate supervisor _____

6. Do you supervise any employees? ☐ Yes ☐ No

7. If the answer to 6 is "yes", list the local titles and number of people with each title that you supervise:

Title

Number

_____	_____
_____	_____
_____	_____
_____	_____

8. a. How long have you worked at this school? _____

- b. How long have you worked in your present position? _____

Librarian Tasks

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
A. Instructional Support Activities									
1. Give instruction in library care/use									
2. Aid students/staff in library use									
3. Enforce student conduct/use of library materials									
4. Assemble/distribute library materials for classroom use									
5. Ready books for reserve on teachers' requests									
Other: 6.									
7.									
8.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function.....					_____				

B-108

Librarian Tasks - 2

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
B. Ordering/Receiving/Preparing Materials									
1. Order/receive books, etc./ notify vendors of discrepancies									
2. Maintain files (catalog cards, vertical file material, etc.)									
3. Select/prepare requisitions for books/library materials									
4. Classify/catalog/shelve new books/materials									
5. Type/process orders/reports/schedules/catalog cards, etc.									
6. Prepare current magazines for shelving									
7. Maintain back-number magazine stacks									
Other: 8.									
9.									
10.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function.....									

B-109

Librarian Tasks - 3

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
C. Maintaining Library Supplies/ Equipment									
1. Restore books/materials to assigned areas									
2. Clean/arrange shelves/ storage areas									
3. Maintain neatness/attractiveness of library/displays									
4. Mend library materials/books									
5. Arrange for repairs to severely damaged books/ materials									
6. Complete/file/retrieve/ replace check-out cards									
Other: 7.									
8.									
9.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function.....									

B-110

Library Tasks - 4

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
D. Recordkeeping									
1. Inventory library materials/ books									
2. Prepare lists of missing books/books to be discarded									
3. Prepare/issue overdue notices/charge slips									
4. Collect/record fines									
5. Maintain petty cash account and records									
6. Maintain record of usage of library materials									
7. Collect information for/ prepare local/State/Federal proposals/reports									
Other: 8.									
9.									
10.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function.....					_____				

B-111

Library Tasks - 5

II.

Function/Task	Hours Spent Performing Task				Importance			Included	
	Daily	Weekly	Monthly	Yearly	L	M	V	Yes	No
E. Supervising/Regulating/ Planning Library Activities									
1. Design/arrange special displays									
2. Attend staff/professional meetings/conferences									
3. Confer with teachers/ students on library needs									
Other: 4.									
5.									
6.									
Total hours spent	_____ x 230 = _____	_____ x 46 = _____	_____ x 12 = _____	_____ x 1 = _____					
Total for Function.....									

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Georgia Office of Vocational Education
Staffing Study

TEACHER SURVEY

1. Name of School _____
2. Teacher Name _____
3. Subject Taught _____
4. ☐ Full-time ☐ Part-time
5. Type of Program:
 - a. ☐ Regular vocational-technical program
 - b. ☐ Adult education program
 - c. ☐ CETA program
 - d. ☐ Other program (please specify): _____

Associated Educational Consultants, Inc., is conducting a study of staff utilization and staffing needs in Georgia's postsecondary vocational-technical schools. We would like to have your feelings about how members of the noninstructional staff of your school could facilitate your job. Please list services not already provided that you feel the following groups of noninstructional staff members could provide to teachers and/or students at your school:

A. Administrative Staff

1. _____
2. _____
3. _____

B. Secretarial/Clerical/Accounting Staff

1. _____
2. _____
3. _____

C. Custodial/Maintenance Staff

1. _____
2. _____
3. _____

D. Other Noninstructional Staff (Security, Teacher Aide, etc.)

1. _____
2. _____
3. _____

2
APPENDIX C



Associated Educational Consultants, Inc.

North Allegheny Office and Research Park
McKnight and Pine Creek Roads P.O. Box 15073
Pittsburgh, Pennsylvania 15237

Phones 412 931-2244
412 935-5580

SERVICES RENDERED

Educational Planning
Needs Assessments
Management Studies
Educational Program
Evaluations
School District Policy
Educational Specifications
Long-Range Developmental
Programs
In-Service Programs
Skill Evaluations
Negotiations
Procurement of Superintendents
and other Administrative
Supervisory Personnel
Public Relations
Vocational Education Systems
Product Evaluations
Curriculum Development

APPENDIX C

September 11, 1980

As you are probably aware from recent memoranda from Dr. Joseph Freund (July 3, 1980) and Dr. John Lloyd (July 18, 1980), our firm is conducting A Study on Staffing Needs of Post-Secondary Vocational-Technical Schools in Georgia. You may have attended a session at the Vocational Conference on August 8, 1980, at which I had the opportunity of presenting the overview of this study to post-secondary vocational-technical directors.

Enclosed are two documents related to this study. First, there are two copies of the project overview, including objectives and project design. One is for your reference and one is for your superintendent.

Second, I have enclosed 30 copies of a one-page summary of the study that we would like you to distribute to your administrators, secretaries, and custodians. It is important that these people have an understanding of the project prior to a site visitation by members of our staff, which will occur by the end of the year. During the two-day visit we will conduct interviews with these people and ask them to complete questionnaires regarding staff utilization and staffing needs.

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C-1

Director

-2-

September 11, 1980

A third form will be sent to you in the next few weeks. This is a Fact Sheet on which you can provide information that will give us some information about your school prior to our visitation. After we receive the completed Fact Sheet from you, we will contact you to arrange a suitable visitation schedule.

Thank you for your help.

Sincerely,

ASSOCIATED EDUCATIONAL CONSULTANTS, INC.

Dan K. Jacobs, Ed.D.
Vice President

DKJ/klr
Enclosures

cc: Robert K. Mabry, Coordinator
Research Coordinating Unit
State of Georgia
Department of Education

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C-2

A STUDY OF STAFFING NEEDS OF POST-SECONDARY
VOCATIONAL-TECHNICAL SCHOOLS IN GEORGIA

Since the opening of the first area vocational-technical schools in Georgia, non-teaching staff have been allocated on an incremental, piecemeal basis as new requirements and funding sources appeared. Associated Educational Consultants, Inc., of Pittsburgh, Pennsylvania, has been contracted to prepare a new study of staffing needs, existing staff utilization, and appropriate allocations of staff resources for use by State planners and local school districts.

The study has five objectives which will be met during the course of the one-year study:

1. To assess the current utilization of existing staff;
2. To determine generic functions to be performed by a post-secondary vocational-technical institution;
3. To determine the number, classifications, and job descriptions for the personnel needed to operate each existing post-secondary vocational-technical school in Georgia;
4. To determine a method of quantifying workloads by which staff should be increased or decreased;
5. To develop a comprehensive staffing guide with recommended organizational charts and job descriptions.

The primary source of data for this study will be the administrators, secretaries, custodians and other staff members of Georgia's area vocational-technical schools and other schools with vocational-technical programs. Twenty-nine schools will be visited during September thru December 1980 and staff members will have the opportunity to provide the study team with detailed information on current and needed utilization of staff resources. Additional information will be obtained from documented staffing studies which have been conducted elsewhere.

Final products of the study, which will be available in June, 1981, will include an executive summary, a comprehensive staffing guide, a final project report (study details, findings, recommendations), and a complete printout of all data used in the study. Sufficient copies of each publication will be provided for distribution to specified personnel.

APPENDIX D

Table 3.A

**ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION**

VOCATIONAL DIRECTORS

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
A. BOARD		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1. Attend Board and committee meetings	15	35	41	17	3	-	3	-	-	-	-	-	33	67	93	7
2. Prepare/present special reports to the Board	15	35	35	31	-	-	-	-	-	-	-	-	20	80	100	-
3. Apprise Board of laws/rules/regulations/policies	12	55	38	7	-	-	-	-	-	-	-	-	50	50	90	10
4. Develop short/long range plans for school operations	14	24	59	10	7	-	-	-	-	-	-	-	21	79	100	-
5. Develop agenda	8	76	21	3	-	-	-	-	-	-	-	13	25	63	86	14
6. Record/write minutes	3	93	7	-	-	-	-	-	-	-	-	33	67	-	67	33
B. FISCAL																
1. Prepare annual institutional budget	14	17	45	24	10	3	-	-	-	-	-	-	-	100	100	-
2. Prepare departmental/program budgets	13	55	38	7	-	-	-	-	-	-	-	8	39	54	83	17
3. Prepare proposals/reports to apply for funding - Local/State/Federal/special	16	100	-	-	-	-	-	-	-	-	-	-	25	75	93	7
4. Monitor institutional budget expenditures	14	100	-	-	-	-	-	-	-	-	-	-	21	79	92	8
5. Monitor department and/or program budget expenditures	13	100	-	-	-	-	-	-	-	-	-	8	31	62	77	23
6. Prepare/submit payroll information for full-time employees	10	100	-	-	-	-	-	-	-	-	-	10	10	80	78	22
7. Prepare/submit payroll information for part-time employees	8	59	35	3	-	-	-	-	-	-	3	13	13	75	75	25
8. Issue payroll checks	5	-	-	-	-	-	-	-	-	-	-	-	20	80	60	40
9. Issue checks to cover invoices	5	69	17	14	-	-	-	-	-	-	-	20	80	-	60	40
10. Invoice students/collect fees	2	93	7	-	-	-	-	-	-	-	-	-	50	50	50	50
11. Invoice businesses and industries for special courses	1	93	7	-	-	-	-	-	-	-	-	-	-	100	-	100
12. Receive/maintain accurate records of incoming monies	7	76	17	7	-	-	-	-	-	-	-	14	14	71	50	50

Table 3.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

VOCATIONAL DIRECTORS

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
13. Collect monies from vending machines	1	97	3	-	-	-	-	-	-	-	-	-	100	-	-	100
14. Deposit monies in a bank	4	83	17	-	-	-	-	-	-	-	-	25	25	50	33	67
15. Assist with financial audit	11	62	35	3	-	-	-	-	-	-	-	9	27	64	90	10
16. Review and update insurance coverage	11	86	14	-	-	-	-	-	-	-	-	-	46	55	80	20
17. Coordinate facilities rentals	7	93	7	-	-	-	-	-	-	-	-	29	57	14	50	50
18. Sign payroll	7	66	31	3	-	-	-	-	-	-	-	-	29	71	100	-
19. Arrange/process payment for equipment lease	9	79	21	-	-	-	-	-	-	-	-	11	22	67	88	13
C. EDUCATIONAL PROGRAM																
1. Evaluate/develop curricular programs	20	31	35	35	-	-	-	-	-	-	-	15	40	45	83	17
2. Engage in innovative and research oriented projects	15	45	45	10	-	-	-	-	-	-	-	27	40	33	75	25
3. Develop/coordinate Special/Evening/short-term educational programs	12	59	35	3	3	-	-	-	-	-	-	17	58	25	82	18
4. Articulate programs with neighboring institutions	18	52	45	3	-	-	-	-	-	-	-	7	61	33	63	38
5. Supervise/coordinate regular instructional programs	16	38	24	21	14	3	-	-	-	-	-	13	31	56	69	31
6. Coordinate field trips	8	97	3	-	-	-	-	-	-	-	-	75	25	-	38	63
7. Assist staff in the selection/use of instructional materials/equipment	16	52	31	17	-	-	-	-	-	-	-	6	69	25	50	50
8. Hire/evaluate personnel for special programs (EMT, Apprenticeship, Quick-Start, Consumer Ed., etc)	17	66	35	-	-	-	-	-	-	-	-	12	29	59	100	-
9. Prepare/monitor budgets and complete reports for special programs	17	41	45	14	-	-	-	-	-	-	-	12	41	47	69	31

Table 3.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

VOCATIONAL DIRECTORS

FUNCTION/Task	N	Percentage of Time Spent											Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No	
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
10. Determine community/industrial needs for short-term courses	15	55	38	7	-	-	-	-	-	-	-	13	20	67	77	23	
11. Schedule off-campus courses	6	90	10	-	-	-	-	-	-	-	-	17	83	-	60	40	
12. Supervise library activities	3	97	3	-	-	-	-	-	-	-	-	33	67	-	-	100	
13. Maintain library materials	5	93	7	-	-	-	-	-	-	-	-	60	40	-	50	50	
14. Assign teaching responsibilities	12	72	28	-	-	-	-	-	-	-	-	-	58	42	82	18	
15. Demonstration teaching	2	100	-	-	-	-	-	-	-	-	-	50	-	50	50	50	
16. Cover classes during an emergency	3	86	10	3	-	-	-	-	-	-	-	33	67	-	-	100	
17. Develop/coordinate Coop/OJT	5	97	3	-	-	-	-	-	-	-	-	40	20	40	25	75	
18. Production of AV material	4	93	7	-	-	-	-	-	-	-	-	50	25	25	-	100	
D. STUDENTS																	
1. Evaluate/report student progress	10	83	17	-	-	-	-	-	-	-	-	30	30	40	63	38	
2. Coordinate/conduct extra-curricular activities	9	90	10	-	-	-	-	-	-	-	-	22	67	11	38	63	
3. Coordinate services for "special needs" students	10	72	28	-	-	-	-	-	-	-	-	40	40	20	44	56	
4. Coordinate/conduct student orientation programs	12	83	17	-	-	-	-	-	-	-	-	17	50	33	56	44	
5. Meet with student council	12	79	21	-	-	-	-	-	-	-	-	25	42	33	60	40	
6. Meet with students about problems	21	24	59	10	7	-	-	-	-	-	-	-	52	48	62	39	
7. Enforce student discipline policies	13	35	52	14	-	-	-	-	-	-	-	8	31	66	58	42	
8. Conduct graduation exercises	11	79	21	-	-	-	-	-	-	-	-	27	9	64	82	18	
9. Organize/conduct student assemblies	5	97	3	-	-	-	-	-	-	-	-	20	20	60	60	40	
10. Coordinate alumni activities	5	97	3	-	-	-	-	-	-	-	-	40	-	60	60	40	
11. Monitor student attendance	6	83	17	-	-	-	-	-	-	-	-	50	50	-	20	80	
12. Coordinate/advise student organizations	7	90	7	3	-	-	-	-	-	-	-	14	57	29	57	43	

Table 3.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

VOCATIONAL DIRECTORS

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
E. ADMISSIONS, REGISTRATION AND RECORDS		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. Develop annual school calendar	15	86	14	-	-	-	-	-	-	-	-	13	20	67	86	14
2. Review/revise admissions standards	16	69	31	-	-	-	-	-	-	-	-	6	31	63	67	33
3. Receive/process student admissions applications	5	100	-	-	-	-	-	-	-	-	-	60	20	20	50	50
4. Interview prospective students	7	79	21	-	-	-	-	-	-	-	-	57	14	29	-	100
5. Test prospective students	2	100	-	-	-	-	-	-	-	-	-	50	50	-	-	-
6. Work with admissions committee/notify students of admissions status	8	86	14	-	-	-	-	-	-	-	-	25	25	50	71	29
7. Prepare/monitor registration schedule	12	83	17	-	-	-	-	-	-	-	-	25	42	33	55	46
8. Prepare/monitor room utilization schedule	7	97	3	-	-	-	-	-	-	-	-	29	43	29	33	67
9. Register students	6	90	7	-	3	-	-	-	-	-	-	-	67	33	33	67
10. Enforce school regulations on student attendance	13	69	24	7	-	-	-	-	-	-	-	8	39	54	75	25
11. Compile student attendance reports	3	97	3	-	-	-	-	-	-	-	-	33	67	-	50	50
12. Issue grade reports	3	100	-	-	-	-	-	-	-	-	-	-	33	67	67	33
13. Prepare student transcripts/maintain permanent records	3	100	-	-	-	-	-	-	-	-	-	33	-	67	67	33
14. Notify students of probation or suspension status	11	90	7	3	-	-	-	-	-	-	-	18	27	55	70	30
15. Maintain anecdotal records	7	100	-	-	-	-	-	-	-	-	-	29	29	43	50	50
16. Certify students for graduation	5	100	-	-	-	-	-	-	-	-	-	40	20	40	40	60
17. Administer/orient student to CED tests	1	100	-	-	-	-	-	-	-	-	-	-	100	-	100	-
F. COUNSELING, ADVISING AND RESEARCH																
1. Counsel students with personal/financial/discipline problems	14	62	35	3	-	-	-	-	-	-	-	36	21	43	45	55
2. Provide academic advising	6	86	14	-	-	-	-	-	-	-	-	50	-	50	50	50

Table 3.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

VOCATIONAL DIRECTOR

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
3. Provide career counseling	9	100	-	-	-	-	-	-	-	-	-	22	44	33	50	50
4. Provide job placement services	10	86	14	-	-	-	-	-	-	-	-	30	30	40	25	75
5. Collect/report information on completions and/or placements	12	100	-	-	-	-	-	-	-	-	-	17	33	50	55	45
6. Collect/report student follow-up data	12	100	-	-	-	-	-	-	-	-	-	17	42	42	50	50
7. Work with business and industry on student placement	14	100	-	-	-	-	-	-	-	-	-	-	36	64	85	15
8. Assist in preparation of annual SACS report	17	100	-	-	-	-	-	-	-	-	-	12	35	53	81	19
9. Assist in preparation of self-study for accreditation	15	100	-	-	-	-	-	-	-	-	-	-	53	47	71	29
10. Project student enrollment	13	100	-	-	-	-	-	-	-	-	-	-	69	31	58	42
11. Conduct institutional research studies	8	79	21	-	-	-	-	-	-	-	-	-	50	50	71	29
12. Prepare/submit required State and Federal reports	15	38	48	14	-	-	-	-	-	-	-	7	33	60	86	14
13. Supervise/maintain student records	3	100	-	-	-	-	-	-	-	-	-	-	-	100	67	33
G. FINANCIAL AID AND SPECIAL PROGRAMS																
1. Explain/assist students in filing for financial aid (B.E.O.G., Work Study, Voc. Rehab., V.A., etc.)	6	90	10	-	-	-	-	-	-	-	-	50	33	17	33	67
2. Maintain financial aid files	4	97	3	-	-	-	-	-	-	-	-	-	100	-	-	-
3. Receive/distribute financial aid funds	2	90	10	-	-	-	-	-	-	-	-	-	50	50	-	-
4. Prepare/submit financial aid reports	5	93	7	-	-	-	-	-	-	-	-	20	40	40	75	25
5. Provide services/maintain files for CETA students	4	86	14	-	-	-	-	-	-	-	-	50	50	-	-	100
6. Prepare budgets/submit reports for CETA funds	8	55	45	-	-	-	-	-	-	-	-	13	63	25	57	43

Table 3.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

VOCATIONAL DIRECTOR

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
7. Provide services/maintain files for VA students	3	93	7	-	-	-	-	-	-	-	-	-	33	67	67	33
8. Prepare budgets/submit reports for VA funds	5	86	14	-	-	-	-	-	-	-	-	20	60	20	40	60
H. PERSONNEL																
1. Screen/interview/select personnel for employment	16	14	48	27	10	-	-	-	-	-	-	-	6	94	100	-
2. Schedule/supervise/evaluate employees	15	14	38	28	10	7	-	3	-	-	-	-	20	80	93	7
3. Assign/supervise substitute or temporary employees	10	76	24	-	-	-	-	-	-	-	-	30	30	40	88	13
4. Meet with employees about problems	16	14	48	21	7	10	-	-	-	-	-	6	25	69	87	13
5. Maintain personnel records	14	66	35	-	-	-	-	-	-	-	-	14	43	43	77	23
6. Collect/submit documentation for instructor certification	14	38	59	3	-	-	-	-	-	-	-	14	36	50	46	53
7. Administer labor/management contracts	3	86	14	-	-	-	-	-	-	-	-	-	33	67	100	-
8. Develop/administer personnel rules and regulations	16	35	52	14	-	-	-	-	-	-	-	19	19	63	80	20
9. Serve as a staff resource person	14	31	45	14	3	3	3	-	-	-	-	21	21	57	62	39
10. Prepare/present pre-service training programs	10	90	10	-	-	-	-	-	-	-	-	30	50	20	33	67
11. Prepare/present in-service programs	12	55	41	3	-	-	-	-	-	-	-	8	58	33	36	63
12. Process personnel grievances	11	55	41	3	-	-	-	-	-	-	-	-	9	100	80	20
I. FACILITIES																
1. Provide for maintenance on buildings and equipment	11	41	45	10	3	-	-	-	-	-	-	-	36	64	70	30
2. Plan/maintain an inventory of property/equipment/materials	12	41	52	7	-	-	-	-	-	-	-	8	58	33	67	33

Table 3.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

VOCATIONAL DIRECTORS

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
3. Assist maintenance/custodial staff in emergency situations	9	72	24	3	-	-	-	-	-	-	-	11	56	33	63	38
4. Plan/recommend facilities and equipment in the school	15	17	52	21	7	3	-	-	-	-	-	7	33	60	86	14
5. Lease/Rent CEIA Facilities	8	83	17	-	-	-	-	-	-	-	-	50	25	25	80	20
6. Arrange for/monitor Security	9	76	21	3	-	-	-	-	-	-	-	33	44	22	57	43
J. AUXILIARY SERVICES																
1. Provide health services for students	7	97	3	-	-	-	-	-	-	-	-	29	29	43	50	50
2. Provide cafeteria services for students	9	86	10	3	-	-	-	-	-	-	-	22	56	22	50	50
3. Provide bookstore services for students	10	86	14	-	-	-	-	-	-	-	-	20	50	30	44	56
4. Schedule/supervise athletic and intramural events	3	100	-	-	-	-	-	-	-	-	-	67	-	33	67	33
5. Purchase/distribute instructional materials	13	59	35	7	-	-	-	-	-	-	-	15	69	15	67	33
6. Purchase/distribute/maintain instructional equipment	16	45	51	3	-	-	-	-	-	-	-	13	44	44	67	33
7. Purchase/distribute office supplies	10	79	21	-	-	-	-	-	-	-	-	40	50	10	67	33
8. Purchase/distribute maintenance and security supplies	9	79	21	-	-	-	-	-	-	-	-	11	78	11	75	25
9. Write/review bid specifications	16	38	52	3	7	-	-	-	-	-	-	6	56	38	73	27
10. Prepare safety/fire evacuation/tornado plans	6	83	7	-	-	-	-	-	-	-	-	-	33	67	57	43
11. Conduct/report accident investigations	10	93	7	-	-	-	-	-	-	-	-	20	30	50	38	63
K. PUBLIC RELATIONS																
1. Keep community informed of school activities	16	10	59	28	3	-	-	-	-	-	-	-	6	94	93	7

Table 3.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

VOCATIONAL DIRECTORS

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
2. Participate in community related activities	15	17	45	21	17	-	-	-	-	-	-	-	27	73	86	14
3. Visit local high schools	14	69	28	3	-	-	-	-	-	-	-	7	50	43	58	42
4. Prepare a school catalogue	14	79	17	3	-	-	-	-	-	-	-	14	29	57	64	36
5. Prepare a student handbook	13	86	14	-	-	-	-	-	-	-	-	23	39	39	58	42
6. Assist in the publication of a school newspaper	-	93	7	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Assist in the publication of a school yearbook	3	100	-	-	-	-	-	-	-	-	-	-	33	67	67	33
8. Develop flyers or brochures of course offerings	15	79	21	-	-	-	-	-	-	-	-	27	27	47	50	50
9. Write news releases	10	69	28	-	-	-	-	3	-	-	-	10	50	40	56	44
10. Prepare radio or TV spot commercials	11	93	7	-	-	-	-	-	-	-	-	27	27	46	55	46
11. Participate in P.R.O.B.E. and college days activities	6	100	-	-	-	-	-	-	-	-	-	17	67	17	83	17 [∞]
12. Conduct "Open House" for the school	9	72	28	-	-	-	-	-	-	-	-	-	44	56	63	38
13. Respond to requests for school information	13	45	41	14	-	-	-	-	-	-	-	15	15	69	50	50
14. Respond to telephone inquiries	11	41	24	24	7	3	-	-	-	-	-	-	9	91	80	20
15. Arrange/conduct Tours	7	90	10	-	-	-	-	-	-	-	-	14	29	57	67	33
L. MEETINGS AND COMMITTEES																
1. Attend state/regional meetings	17	7	14	48	28	3	-	-	-	-	-	12	24	65	93	7
2. Participate in related professional associations	16	31	45	17	7	-	-	-	-	-	-	19	38	44	79	21
3. Plan/conduct division staff meetings	14	31	35	28	7	-	-	-	-	-	-	7	21	71	83	17
4. Attend in-school meetings	18	10	52	24	7	7	-	-	-	-	-	6	28	67	88	12
5. Organize/conduct craft advisory committee meetings	13	69	28	3	-	-	-	-	-	-	-	8	39	54	58	42

Table 3.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

VOCATIONAL DIRECTORS

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
6. Organize/conduct general advisory committee meetings	16	41	48	10	-	-	-	-	-	-	-	-	25	75	80	20
7. Plan division/school social functions	10	90	10	-	-	-	-	-	-	-	-	40	40	20	40	60
8. Attend Community/industry meetings	12	45	38	14	3	-	-	-	-	-	-	8	8	83	82	18
M. SERVE AS RECREATION DIRECTOR																
1. Instruct/coach students in group activities (sports/games, etc.)	1	100	-	-	-	-	-	-	-	-	-	100	-	-	-	-
2. Instruct students in crafts	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Schedule athletic contests	1	100	-	-	-	-	-	-	-	-	-	100	-	-	-	100
4. Arrange field trips	1	100	-	-	-	-	-	-	-	-	-	100	-	-	-	100
5. Arrange for rentals/transportation	-	100	-	-	-	-	-	-	-	-	-	-	-	-	100	-
6. Plan/arrange entertainment/other school-based activities	2	100	-	-	-	-	-	-	-	-	-	-	50	50	67	33
7. Prepare requisitions for/recommend purchase of equipment/supplies	3	100	-	-	-	-	-	-	-	-	-	-	67	33	67	33
8. Maintain record of receipts/expenditures	2	100	-	-	-	-	-	-	-	-	-	50	-	-	50	50
9. Maintain activity records (kind of activity/participation, etc.)	2	100	-	-	-	-	-	-	-	-	-	50	-	-	50	50
10. Maintain/process insurance forms/records	3	100	-	-	-	-	-	-	-	-	-	-	33	67	100	-
11. Maintain equipment/supply storage area(s)	2	100	-	-	-	-	-	-	-	-	-	-	50	50	50	50
12. Supervise maintenance of activity areas (rooms, playing fields, etc.)	2	100	-	-	-	-	-	-	-	-	-	-	50	50	100	-

Table 3.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

VOCATIONAL DIRECTORS

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
13. Oversee safety conditions of recreational facilities/activities	1	100	-	-	-	-	-	-	-	-	-	-	-	100	-	100
14. Enforce discipline/sportsman-like behavior	2	100	-	-	-	-	-	-	-	-	-	100	-	-	-	-
15. Confer with students (counseling, encouragement, etc.)	2	100	-	-	-	-	-	-	-	-	-	-	-	-	-	100
16. Attend staff meetings	2	100	-	-	-	-	-	-	-	-	-	100	-	-	-	-
17. Attend professional update/other meetings/conferences	1	100	-	-	-	-	-	-	-	-	-	-	-	-	-	100
18. Plan/develop new programs/special events	1	100	-	-	-	-	-	-	-	-	-	100	-	-	-	-

Table 3.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION
COORDINATOR OF POST-SECONDARY INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
A. BOARD		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1. Attend Board and committee meetings	11	77	23	-	-	-	-	-	-	-	-	18	46	36	40	60
2. Prepare/present special reports to the Board	14	81	19	-	-	-	-	-	-	-	-	-	57	43	67	33
3. Apprise Board of laws/rules/regulations/policies	6	94	6	-	-	-	-	-	-	-	-	-	-	100	83	17
4. Develop short/long range plans for school operations	14	60	38	2	-	-	-	-	-	-	-	-	29	71	83	17
5. Develop agenda	1	98	2	-	-	-	-	-	-	-	-	-	-	100	100	-
6. Record/write minutes	1	100	-	-	-	-	-	-	-	-	-	-	100	-	100	-
B. FISCAL																
1. Prepare annual institutional budget	11	76	19	2	4	-	-	-	-	-	-	9	18	73	80	20
2. Prepare departmental/program budgets	13	66	30	4	-	-	-	-	-	-	-	8	8	85	91	9
3. Prepare proposals/reports to apply for funding - Local/State/Federal/special	13	66	29	4	-	2	-	-	-	-	-	8	23	69	58	42
4. Monitor institutional budget expenditures	12	70	21	6	2	-	2	-	-	-	-	-	17	83	80	20
5. Monitor department and/or program budget expenditures	14	45	43	9	2	-	-	-	-	-	-	-	21	79	92	8
6. Prepare/submit payroll information for full-time employees	8	80	21	-	-	-	-	-	-	-	-	-	25	75	100	-
7. Prepare/submit payroll information for part-time employees	10	77	19	4	-	-	-	-	-	-	-	-	40	60	89	11
8. Issue payroll checks	6	94	6	-	-	-	-	-	-	-	-	-	50	50	100	-
9. Issue checks to cover invoices	1	93	8	-	-	-	-	-	-	-	-	-	100	-	100	-
10. Invoice students/collect fees	5	77	23	-	-	-	-	-	-	-	-	40	20	40	40	60
11. Invoice businesses and industries for special courses	4	100	-	-	-	-	-	-	-	-	-	-	75	25	100	-
12. Receive/maintain accurate records of incoming monies	5	83	15	2	-	-	-	-	-	-	-	20	20	60	80	20

Table 3.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF POST-SECONDARY INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
13. Collect monies from vending machines	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14. Deposit monies in a bank	5	85	11	4	-	-	-	-	-	-	-	-	60	40	75	25
15. Assist with financial audit	3	96	4	-	-	-	-	-	-	-	-	-	67	33	100	-
16. Review and update insurance coverage	2	98	2	-	-	-	-	-	-	-	-	-	100	-	-	100
17. Coordinate facilities rentals	1	98	2	-	-	-	-	-	-	-	-	100	-	-	-	100
18. Sign payroll	5	93	8	-	-	-	-	-	-	-	-	-	40	60	75	25
19. Arrange/process payment for equipment lease	4	93	8	-	-	-	-	-	-	-	-	-	75	25	75	25
C. EDUCATIONAL PROGRAM																
1. Evaluate/develop curricular programs	45	13	28	30	13	13	-	2	-	-	-	-	7	93	98	2
2. Engage in innovative and research oriented projects	30	60	30	8	2	-	-	-	-	-	-	3	37	60	80	20
3. Develop/coordinate Special/Evening/short-term educational programs	24	64	23	6	6	-	2	-	-	-	-	17	33	50	67	33
4. Articulate programs with neighboring institutions	38	57	36	6	2	-	-	-	-	-	-	8	40	53	66	34
5. Supervise/coordinate regular instructional programs	43	18	2	9	13	15	9	21	8	2	2	-	5	95	98	2
6. Coordinate field trips	30	76	21	2	2	-	-	-	-	-	-	23	47	30	82	18
7. Assist staff in the selection/use of instructional materials/equipment	45	19	47	23	8	2	2	-	-	-	-	-	31	69	98	2
8. Hire/evaluate personnel for special programs (EMT, Apprenticeship, Quick-Start, Consumer Ed., etc)	23	77	19	4	-	-	-	-	-	-	-	-	44	56	78	22
9. Prepare/monitor budgets and complete reports for special programs	26	64	26	6	-	4	-	-	-	-	-	4	65	31	81	19

Table 3.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF POST-SECONDARY INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
10. Determine community/industrial needs for short-term courses	13	81	19	-	-	-	-	-	-	-	-	15	15	69	75	25
11. Schedule off-campus courses	7	91	8	2	-	-	-	-	-	-	-	29	43	29	67	33
12. Supervise library activities	11	91	6	4	-	-	-	-	-	-	-	27	36	36	73	27
13. Maintain library materials	11	91	8	2	-	-	-	-	-	-	-	18	36	46	64	36
14. Assign teaching responsibilities	24	64	28	4	4	-	-	-	-	-	-	-	13	88	92	8
15. Demonstration teaching	6	87	13	-	-	-	-	-	-	-	-	-	33	67	100	-
16. Cover classes during an emergency	30	74	19	6	2	-	-	-	-	-	-	3	23	73	73	27
17. Develop/coordinate Coop/OJT	23	77	15	8	-	-	-	-	-	-	-	-	44	57	78	22
18. Production of AV material	13	81	13	2	4	-	-	-	-	-	-	8	54	39	75	25
D. STUDENTS																
1. Evaluate/report student progress	29	66	30	4	-	-	-	-	-	-	-	-	48	52	78	22
2. Coordinate/conduct extra-curricular activities	17	89	8	2	2	-	-	-	-	-	-	24	65	12	47	53
3. Coordinate services for "special needs" students	26	64	26	9	-	-	-	-	-	-	-	-	31	69	80	20
4. Coordinate/conduct student orientation programs	26	79	19	2	-	-	-	-	-	-	-	-	58	42	75	25
5. Meet with student council	17	87	13	-	-	-	-	-	-	-	-	12	59	29	38	63
6. Meet with students about problems	44	26	45	21	4	2	2	-	-	-	-	2	25	73	56	44
7. Enforce student discipline policies	16	38	40	17	6	-	-	-	-	-	-	6	19	75	67	33
8. Conduct graduation exercises	10	79	19	2	-	-	-	-	-	-	-	30	60	10	30	70
9. Organize/conduct student assemblies	3	94	6	-	-	-	-	-	-	-	-	-	100	-	50	50
10. Coordinate alumni activities	-	98	2	-	-	-	-	-	-	-	-	-	-	-	-	-
11. Monitor student attendance	9	66	25	8	2	-	-	-	-	-	-	33	33	33	56	44
12. Coordinate/advice student organizations	4	93	6	2	-	-	-	-	-	-	-	25	75	-	33	67

Table 3.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF POST-SECONDARY INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
E. ADMISSIONS, REGISTRATION AND RECORDS		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. Develop annual school calendar	10	93	8	-	-	-	-	-	-	-	-	-	40	60	90	10
2. Review/revise admissions standards	12	89	11	-	-	-	-	-	-	-	-	8	50	42	73	27
3. Receive/process student admissions applications	2	93	6	2	-	-	-	-	-	-	-	-	50	50	-	100
4. Interview prospective students	8	79	13	8	-	-	-	-	-	-	-	-	25	75	71	29
5. Test prospective students	2	100	-	-	-	-	-	-	-	-	-	-	-	100	50	50
6. Work with admissions committee/notify students of admissions status	6	87	13	-	-	-	-	-	-	-	-	17	33	50	67	33
7. Prepare/monitor registration schedule	12	79	17	2	2	-	-	-	-	-	-	-	42	58	83	17
8. Prepare/monitor room utilization schedule	13	81	17	2	-	-	-	-	-	-	-	8	46	46	75	25
9. Register students	9	64	25	8	4	-	-	-	-	-	-	11	22	67	56	44
10. Enforce school regulations on student attendance	16	59	25	15	2	-	-	-	-	-	-	19	19	63	69	31
11. Compile student attendance reports	4	91	8	2	-	-	-	-	-	-	-	-	50	50	50	50
12. Issue grade reports	4	94	6	-	-	-	-	-	-	-	-	-	-	100	100	-
13. Prepare student transcripts/maintain permanent records	6	91	8	-	-	2	-	-	-	-	-	17	33	50	50	50
14. Notify students of probation or suspension status	9	79	19	2	-	-	-	-	-	-	-	33	22	44	56	44
15. Maintain anecdotal records	6	100	-	-	-	-	-	-	-	-	-	-	17	83	60	40
16. Certify students for graduation	9	85	13	-	-	-	-	2	-	-	-	-	22	78	56	44
17. Administer/orient student to GED tests	3	98	2	-	-	-	-	-	-	-	-	-	67	33	50	50
F. COUNSELING, ADVISING AND RESEARCH																
1. Counsel students with personal/financial/discipline problems	16	53	26	17	2	-	2	-	-	-	-	6	50	44	56	44
Provide academic advising	15	66	26	8	-	-	-	-	-	-	-	7	27	67	54	46

Table 3.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF POST-SECONDARY INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
3. Provide career counseling	9	83	13	4	-	-	-	-	-	-	-	11	22	67	57	43
4. Provide job placement services	6	89	11	-	-	-	-	-	-	-	-	17	17	67	67	33
5. Collect/report information on completions and/or placements	6	85	13	2	-	-	-	-	-	-	-	17	50	33	40	60
6. Collect/report student follow-up data	3	100	-	-	-	-	-	-	-	-	-	-	33	67	100	-
7. Work with business and industry on student placement	12	77	21	-	-	-	-	-	-	-	2	-	25	75	82	18
8. Assist in preparation of annual SACS report	17	49	42	8	2	-	-	-	-	-	-	-	35	65	88	13
9. Assist in preparation of self-study for accreditation	17	23	64	9	2	2	-	-	-	-	-	-	24	77	88	13
10. Project student enrollment	9	96	4	-	-	-	-	-	-	-	-	11	33	56	75	25
11. Conduct institutional research studies	10	83	17	-	-	-	-	-	-	-	-	-	30	70	67	33
12. Prepare/submit required State and Federal reports	16	57	36	4	2	2	-	-	-	-	-	-	38	63	100	-
13. Supervise/maintain student records	5	85	9	4	2	-	-	-	-	-	-	-	-	100	50	50
G. FINANCIAL AID AND SPECIAL PROGRAMS																
1. Explain/assist students in filing for financial aid (B.E.O.G., Work Study, Voc. Rehab., V.A., etc.)	13	83	17	-	-	-	-	-	-	-	-	8	62	31	42	58
2. Maintain financial aid files	8	96	4	-	-	-	-	-	-	-	-	50	-	50	-	100
3. Receive/distribute financial aid funds	1	98	2	-	-	-	-	-	-	-	-	-	-	100	-	100
4. Prepare/submit financial aid reports	2	96	4	-	-	-	-	-	-	-	-	-	-	100	50	50
5. Provide services/maintain files for CETA students	7	83	13	4	-	-	-	-	-	-	-	29	29	43	43	57
6. Prepare budgets/submit reports for CETA funds	7	85	13	2	-	-	-	-	-	-	-	14	29	57	43	57

Table 3.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF POST-SECONDARY INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
7. Provide services/maintain files for VA students	3	91	8	-	2	-	-	-	-	-	-	-	33	67	33	67
8. Prepare budgets/submit reports for VA funds	1	93	6	2	-	-	-	-	-	-	-	-	100	-	100	-
H. PERSONNEL																
1. Screen/interview/select personnel for employment	20	40	53	6	2	-	-	-	-	-	-	-	10	90	90	11
2. Schedule/supervise/evaluate employees	20	17	26	28	19	6	-	2	2	-	-	-	10	90	100	-
3. Assign/supervise substitute or temporary employees	11	62	28	6	4	-	-	-	-	-	-	-	27	73	100	-
4. Meet with employees about problems	19	15	49	25	6	4	-	2	-	-	-	-	16	84	83	17
5. Maintain personnel records	11	74	17	8	-	2	-	-	-	-	-	-	36	64	90	10
6. Collect/submit documentation for instructor certification	17	59	26	6	9	-	-	-	-	-	-	12	24	65	81	19
7. Administer labor/management contracts	2	96	4	-	-	-	-	-	-	-	-	-	-	100	100	-
8. Develop/administer personnel rules and regulations	19	42	47	9	2	-	-	-	-	-	-	11	42	47	89	11
9. Serve as a staff resource person	16	45	42	11	2	-	-	-	-	-	-	-	38	63	80	20
10. Prepare/present pre-service training programs	11	62	30	8	-	-	-	-	-	-	-	9	18	72	100	-
11. Prepare/present in-service programs	17	38	47	8	8	-	-	-	-	-	-	6	29	65	88	13
12. Process personnel grievances	10	77	19	4	-	-	-	-	-	-	-	-	30	70	78	22
I. FACILITIES																
1. Provide for maintenance on buildings and equipment	14	53	21	17	8	-	-	2	-	-	-	14	43	43	71	29
2. Plan/maintain an inventory of property/equipment/materials	17	49	45	2	4	-	-	-	-	-	-	6	53	41	82	18

Table 3.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF POST-SECONDARY INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
3. Assist maintenance/custodial staff in emergency situations	14	74	19	6	-	2	-	-	-	-	-	21	50	29	69	31
4. Plan/recommend facilities and equipment in the school	19	45	43	9	-	2	-	-	-	-	-	-	37	63	94	6
5. Lease/Rent CETA Facilities	2	98	-	2	-	-	-	-	-	-	-	-	-	100	100	-
6. Arrange for/monitor Security	7	77	19	4	-	-	-	-	-	-	-	-	57	43	33	67
J. AUXILIARY SERVICES																
1. Provide health services for students	3	93	6	2	-	-	-	-	-	-	-	-	33	67	67	33
2. Provide cafeteria services for students	3	89	11	-	-	-	-	-	-	-	-	33	67	-	67	33
3. Provide bookstore services for students	7	81	15	4	-	-	-	-	-	-	-	29	43	29	29	71
4. Schedule/supervise athletic and intramural events	1	98	2	-	-	-	-	-	-	-	-	-	-	100	100	-
5. Purchase/distribute instructional materials	17	38	40	19	4	-	-	-	-	-	-	11	33	57	65	35
6. Purchase/distribute/maintain instructional equipment	17	45	32	17	6	-	-	-	-	-	-	18	6	77	77	24
7. Purchase/distribute office supplies	10	81	15	4	-	-	-	-	-	-	-	-	70	30	44	56
8. Purchase/distribute maintenance and security supplies	5	93	6	2	-	-	-	-	-	-	-	-	40	60	40	60
9. Write/review bid specifications	13	64	28	4	2	-	2	-	-	-	-	-	31	69	75	25
10. Prepare safety/fire evacuation/tornado plans	13	87	11	2	-	-	-	-	-	-	-	8	31	62	77	23
11. Conduct/report accident investigations	15	93	8	-	-	-	-	-	-	-	-	7	33	60	93	7
K. PUBLIC RELATIONS																
1. Keep community informed of school activities	7	83	15	-	-	2	-	-	-	-	-	-	29	71	83	17

Table 3.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF POST-SECONDARY INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
2. Participate in community related activities	11	76	21	4	-	-	-	-	-	-	-	-	9	91	100	-
3. Visit local high schools	8	91	9	-	-	-	-	-	-	-	-	-	50	50	86	14
4. Prepare a school catalogue	5	93	6	2	-	-	-	-	-	-	-	20	40	40	40	60
5. Prepare a student handbook	7	93	8	-	-	-	-	-	-	-	-	14	29	57	43	57
6. Assist in the publication of a school newspaper	2	96	4	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Assist in the publication of a school yearbook	2	98	2	-	-	-	-	-	-	-	-	50	-	50	50	50
8. Develop flyers or brochures of course offerings	8	83	9	8	-	-	-	-	-	-	-	-	25	75	50	50
9. Write news releases	4	96	2	2	-	-	-	-	-	-	-	-	25	75	25	75
10. Prepare radio or TV spot commercials	2	96	2	2	-	-	-	-	-	-	-	-	-	100	-	100
11. Participate in P.R.O.B.E. and college days activities	2	98	2	-	-	-	-	-	-	-	-	-	50	50	100	-
12. Conduct "Open House" for the school	5	89	11	-	-	-	-	-	-	-	-	-	40	60	60	40
13. Respond to requests for school information	16	66	28	6	-	-	-	-	-	-	-	-	31	69	67	33
14. Respond to telephone inquiries	12	53	28	15	4	-	-	-	-	-	-	-	17	83	82	18
15. Arrange/conduct Tours	9	89	11	-	-	-	-	-	-	-	-	11	44	44	50	50
L. MEETINGS AND COMMITTEES																
1. Attend state/regional meetings	19	4	30	57	8	2	-	-	-	-	-	5	42	53	89	11
2. Participate in related professional associations	15	57	38	4	2	-	-	-	-	-	-	-	33	67	79	21
3. Plan/conduct division staff meetings	12	59	30	9	-	2	-	-	-	-	-	-	8	92	100	-
4. Attend in-school meetings	17	21	38	26	8	6	2	-	-	-	-	-	24	77	94	6
5. Organize/conduct craft advisory committee meetings	15	51	45	4	-	-	-	-	-	-	-	-	20	80	93	7

Table 3.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF POST-SECONDARY INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
6. Organize/conduct general advisory committee meetings	8	91	9	-	-	-	-	-	-	-	-	-	-	100	88	13
7. Plan division/school social functions	8	93	8	-	-	-	-	-	-	-	-	38	38	25	43	57
8. Attend Community/industry meetings	11	100	-	-	-	-	-	-	-	-	-	-	36	64	80	20
M. SERVE AS RECREATION DIRECTOR																
1. Instruct/coach students in group activities (sports/games, etc.)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Instruct students in crafts	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Schedule athletic contests	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. Arrange field trips	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Arrange for rentals/transportation	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6. Plan/arrange entertainment/other school-based activities	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Prepare requisitions for/recommend purchase of equipment/supplies	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8. Maintain record of receipts/expenditures	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9. Maintain activity records (kind of activity/participation, etc.)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10. Maintain/process insurance forms/records	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11. Maintain equipment/supply storage area(s)	-	98	-	-	-	-	-	-	-	-	2	-	-	-	-	-
12. Supervise maintenance of activity areas (rooms, playing fields, etc.)	-	98	-	-	-	-	2	-	-	-	-	-	-	-	-	-

Table 3.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF POST-SECONDARY INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
13. Oversee safety conditions of recreational facilities/activities	-	98	-	-	-	-	2	-	-	-	-	-	-	-	-	-
14. Enforce discipline/sportsman-like behavior	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15. Confer with students (counseling, encouragement, etc.)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16. Attend staff meetings	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17. Attend professional update/other meetings/conferences	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18. Plan/develop new programs/special events	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 3.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF ADULT INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent											Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No	
A. BOARD		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
1. Attend Board and committee meetings	6	86	14	-	-	-	-	-	-	-	-	50	17	33	67	33	
2. Prepare/present special reports to the Board	8	83	17	-	-	-	-	-	-	-	-	25	50	25	75	25	
3. Apprise Board of laws/rules/regulations/policies	1	100	-	-	-	-	-	-	-	-	-	100	-	-	-	100	
4. Develop short/long range plans for school operations	11	66	35	-	-	-	-	-	-	-	-	-	27	72	100	-	
5. Develop agenda	1	100	-	-	-	-	-	-	-	-	-	-	-	100	100	-	
6. Record/write minutes	-	97	3	-	-	-	-	-	-	-	-	-	-	-	-	-	
B. FISCAL																	
1. Prepare annual institutional budget	8	90	10	-	-	-	-	-	-	-	-	-	25	75	63	38	
2. Prepare departmental/program budgets	11	72	28	-	-	-	-	-	-	-	-	-	9	91	91	9	
3. Prepare proposals/reports to apply for funding - Local/State/Federal/special	9	66	35	-	-	-	-	-	-	-	-	-	44	56	67	33	
4. Monitor institutional budget expenditures	5	90	-	7	3	-	-	-	-	-	-	20	40	40	60	40	
5. Monitor department and/or program budget expenditures	15	48	41	10	-	-	-	-	-	-	-	7	27	67	87	13	
6. Prepare/submit payroll information for full-time employees	4	93	7	-	-	-	-	-	-	-	-	50	50	-	67	33	
7. Prepare/submit payroll information for part-time employees	11	45	41	14	-	-	-	-	-	-	-	9	9	82	91	9	
8. Issue payroll checks	6	79	21	-	-	-	-	-	-	-	-	50	33	17	43	57	
9. Issue checks to cover invoices	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
10. Invoice students/collect fees	8	59	24	17	-	-	-	-	-	-	-	25	50	25	53	38	
11. Invoice businesses and industries for special courses	2	100	-	-	-	-	-	-	-	-	-	-	100	-	50	50	
12. Receive/maintain accurate records of incoming monies	7	76	17	7	-	-	-	-	-	-	-	-	29	71	71	29	

Table 3.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF ADULT INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent											Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No	
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
13. Collect monies from vending machines	2	97	3	-	-	-	-	-	-	-	-	100	-	-	-	100	
14. Deposit monies in a bank	9	76	21	-	3	-	-	-	-	-	-	44	33	22	40	60	
15. Assist with financial audit	5	93	7	-	-	-	-	-	-	-	-	60	40	-	20	80	
16. Review and update insurance coverage	2	100	-	-	-	-	-	-	-	-	-	100	-	-	33	67	
17. Coordinate facilities rentals	-	98	2	-	-	-	-	-	-	-	-	-	-	-	-	-	
18. Sign payroll	2	100	-	-	-	-	-	-	-	-	-	-	50	50	100	-	
19. Arrange/process payment for equipment lease	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
C. EDUCATIONAL PROGRAM																	
1. Evaluate/develop curricular programs	25	24	31	35	7	3	-	-	-	-	-	-	16	84	100	-	
2. Engage in innovative and research oriented projects	8	89	10	-	-	-	-	-	-	-	-	13	38	50	38	13	
3. Develop/coördinate Special/ Evening/short-term educational programs	23	47	21	17	3	3	3	3	3	-	-	-	9	91	100	-	
4. Articulate programs with neighboring institutions	13	76	21	3	-	-	-	-	-	-	-	-	46	54	79	21	
5. Supervise/coordinate regular instructional programs	22	28	10	14	7	14	3	17	7	-	-	9	5	86	86	14	
6. Coordinate field trips	12	86	14	-	-	-	-	-	-	-	-	17	75	8	77	23	
7. Assist staff in the selection/ use of instructional materials/ equipment	25	24	66	7	-	-	3	-	-	-	-	16	36	48	84	16	
8. Hire/evaluate personnel for special programs (EMT, Appren- ticeship, Quick-Start, Consumer Ed., etc.)	16	69	28	3	-	-	-	-	-	-	-	6	19	75	32	18	
9. Prepare/monitor budgets and complete reports for special programs	13	66	21	10	-	3	-	-	-	-	-	8	39	54	57	43	

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Table 3.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF ADULT INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
10. Determine community/industrial needs for short-term courses	20	55	24	10	3	7	-	-	-	-	-	-	15	85	86	14
11. Schedule off-campus courses	4	90	10	-	-	-	-	-	-	-	-	-	50	50	100	-
12. Supervise library activities	1	100	-	-	-	-	-	-	-	-	-	100	-	-	100	-
13. Maintain library materials	2	93	7	-	-	-	-	-	-	-	-	50	50	-	100	-
14. Assign teaching responsibilities	12	69	24	7	-	-	-	-	-	-	-	-	8	92	92	8
15. Demonstration teaching	3	97	3	-	-	-	-	-	-	-	-	-	-	100	67	33
16. Cover classes during an emergency	16	62	38	-	-	-	-	-	-	-	-	31	38	31	56	44
17. Develop/coordinate Coop/OJT	3	100	-	-	-	-	-	-	-	-	-	67	33	-	33	67
18. Production of AV material	6	90	7	3	-	-	-	-	-	-	-	50	33	17	43	57
D. STUDENTS																
1. Evaluate/report student progress	15	62	35	3	-	-	-	-	-	-	-	13	47	40	65	35
2. Coordinate/conduct extra-curricular activities	9	90	7	3	-	-	-	-	-	-	-	89	11	-	25	75
3. Coordinate services for "special needs" students	14	66	31	3	-	-	-	-	-	-	-	-	79	21	50	50
4. Coordinate/conduct student orientation programs	15	83	14	-	3	-	-	-	-	-	-	13	73	13	63	38
5. Meet with student council	3	97	3	-	-	-	-	-	-	-	-	67	-	33	-	100
6. Meet with students about problems	22	21	35	24	10	7	-	3	-	-	-	-	41	59	64	36
7. Enforce student discipline policies	13	45	35	14	7	-	-	-	-	-	-	8	39	54	92	8
8. Conduct graduation exercises	9	90	10	-	-	-	-	-	-	-	-	33	33	33	33	67
9. Organize/conduct student assemblies	1	97	-	3	-	-	-	-	-	-	-	-	100	-	100	-
10. Coordinate alumni activities	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11. Monitor student attendance	5	69	24	3	3	-	-	-	-	-	-	20	20	60	80	20
12. Coordinate/advice student organizations	2	100	-	-	-	-	-	-	-	-	-	100	-	-	100	-

Table 3.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF ADULT INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
E. ADMISSIONS, REGISTRATION AND RECORDS		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. Develop annual school calendar	13	93	7	-	-	-	-	-	-	-	-	-	46	54	77	23
2. Review/revise admissions standards	11	90	7	-	3	-	-	-	-	-	-	18	36	46	64	36
3. Receive/process student admissions applications	9	59	28	7	7	-	-	-	-	-	-	22	44	33	22	78
4. Interview prospective students	10	52	21	17	10	-	-	-	-	-	-	10	30	60	60	40
5. Test prospective students	2	90	7	3	-	-	-	-	-	-	-	50	50	-	50	50
6. Work with admissions committee/notify students of admissions status	6	79	14	7	-	-	-	-	-	-	-	17	33	50	50	50
7. Prepare/monitor registration schedule	13	59	41	-	-	-	-	-	-	-	-	8	46	46	77	23
8. Prepare/monitor room utilization schedule	13	66	35	-	-	-	-	-	-	-	-	-	69	31	92	8
9. Register students	11	35	24	35	7	-	-	-	-	-	-	27	18	55	46	55
10. Enforce school regulations on student attendance	12	52	38	7	3	-	-	-	-	-	-	-	58	42	75	25
11. Compile student attendance reports	9	79	17	3	-	-	-	-	-	-	-	44	-	56	56	44
12. Issue grade reports	3	93	7	-	-	-	-	-	-	-	-	-	33	67	100	-
13. Prepare student transcripts/maintain permanent records	5	79	21	-	-	-	-	-	-	-	-	-	20	80	80	20
14. Notify students of probation or suspension status	11	83	17	-	-	-	-	-	-	-	-	18	27	55	64	36
15. Maintain anecdotal records	5	100	-	-	-	-	-	-	-	-	-	20	80	-	60	40
16. Certify students for graduation	9	100	-	-	-	-	-	-	-	-	-	-	78	22	89	11
17. Administer/orient student to GED tests	2	100	-	-	-	-	-	-	-	-	-	50	-	50	-	100
F. COUNSELING, ADVISING AND RESEARCH																
1. Counsel students with personal/financial/discipline problems	11	59	28	10	-	3	-	-	-	-	-	18	46	36	36	64
2. Provide academic advising	11	100	-	-	-	-	-	-	-	-	-	27	27	46	30	70

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Table 3.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF ADULT INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
3. Provide career counseling	7	55	35	10	-	-	-	-	-	-	-	29	14	57	14	86
4. Provide job placement services	6	79	21	-	-	-	-	-	-	-	-	50	-	50	17	83
5. Collect/report information on completions and/or placements	8	76	21	3	-	-	-	-	-	-	-	63	13	25	38	63
6. Collect/report student follow-up data	6	100	-	-	-	-	-	-	-	-	-	17	67	17	-	100
7. Work with business and industry on student placement	8	83	17	-	-	-	-	-	-	-	-	-	38	63	38	63
8. Assist in preparation of annual SACS report	13	62	38	-	-	-	-	-	-	-	-	23	39	39	77	23
9. Assist in preparation of self-study for accreditation	14	48	41	10	-	-	-	-	-	-	-	14	29	57	71	29
10. Project student enrollment	10	93	7	-	-	-	-	-	-	-	-	10	60	30	82	18
11. Conduct institutional research studies	3	93	7	-	-	-	-	-	-	-	-	67	-	33	-	100
12. Prepare/submit required State and Federal reports	16	48	48	3	-	-	-	-	-	-	-	6	56	38	94	6
13. Supervise/maintain student records	2	72	28	-	-	-	-	-	-	-	-	50	-	50	50	50
G. FINANCIAL AID AND SPECIAL PROGRAMS																
1. Explain/assist students in filing for financial aid (B.E.O.G., Work Study, Voc. Rehab., V.A., etc.)	10	83	17	-	-	-	-	-	-	-	-	50	40	10	10	90
2. Maintain financial aid files	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Receive/distribute financial aid funds	1	100	-	-	-	-	-	-	-	-	-	-	-	100	-	100
4. Prepare/submit financial aid reports	12	100	-	-	-	-	-	-	-	-	-	-	25	75	-	-
5. Provide services/maintain files for CETA students	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6. Prepare budgets/submit reports for CETA funds	2	93	7	-	-	-	-	-	-	-	-	100	-	-	-	100

Table 3.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF ADULT INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
7. Provide services/maintain files for VA students	7	72	24	3	-	-	-	-	-	-	-	29	43	29	29	71
8. Prepare budgets/submit reports for VA funds	3	100	-	-	-	-	-	-	-	-	-	67	33	-	33	67
H. PERSONNEL																
1. Screen/interview/select personnel for employment	14	45	45	10	-	-	-	-	-	-	-	-	-	100	100	-
2. Schedule/supervise/evaluate employees	14	100	-	-	-	-	-	-	-	-	-	-	-	100	100	-
3. Assign/supervise substitute or temporary employees	13	100	-	-	-	-	-	-	-	-	-	-	54	46	93	8
4. Meet with employees about problems	15	43	48	3	3	-	-	3	-	-	-	-	20	80	93	7
5. Maintain personnel records	10	72	28	-	-	-	-	-	-	-	-	10	50	40	70	30
6. Collect/submit documentation for instructor certification	5	90	10	-	-	-	-	-	-	-	-	20	40	40	20	80
7. Administer labor/management contracts	4	100	-	-	-	-	-	-	-	-	-	25	75	-	67	33
8. Develop/administer personnel rules and regulations	14	66	28	3	3	-	-	-	-	-	-	7	36	57	86	14
9. Serve as a staff resource person	9	52	35	10	3	-	-	-	-	-	-	-	33	67	89	11
10. Prepare/present pre-service training programs	11	76	24	-	-	-	-	-	-	-	-	-	57	43	71	29
11. Prepare/present in-service programs	6	86	10	3	-	-	-	-	-	-	-	-	50	50	50	50
12. Process personnel grievances	11	72	28	-	-	-	-	-	-	-	-	9	46	46	70	30
I. FACILITIES																
1. Provide for maintenance on buildings and equipment	6	76	10	10	3	-	-	-	-	-	-	-	67	33	68	33
2. Plan/maintain an inventory of property/equipment/materials	5	79	10	3	7	-	-	-	-	-	-	20	40	40	40	60

Table 3.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF ADULT INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
3. Assist maintenance/custodial staff in emergency situations	11	62	35	3	-	-	-	-	-	-	-	9	73	18	91	9
4. Plan/recommend facilities and equipment in the school	10	76	21	3	-	-	-	-	-	-	-	20	50	30	100	-
5. Lease/Rent CETA Facilities	1	100	-	-	-	-	-	-	-	-	-	-	100	-	100	-
6. Arrange for/monitor Security	5	62	21	17	-	-	-	-	-	-	-	-	40	60	80	20
J. AUXILIARY SERVICES																
1. Provide health services for students	4	100	-	-	-	-	-	-	-	-	-	25	25	50	50	50
2. Provide cafeteria services for students	2	93	7	-	-	-	-	-	-	-	-	-	100	-	50	50
3. Provide bookstore services for students	8	48	38	7	-	7	-	-	-	-	-	13	50	36	25	75
4. Schedule/supervise athletic and intramural events	1	100	-	-	-	-	-	-	-	-	-	-	-	100	-	100
5. Purchase/distribute instructional materials	14	45	48	3	3	-	-	-	-	-	-	36	21	43	36	64
6. Purchase/distribute/maintain instructional equipment	8	69	24	3	-	-	3	-	-	-	-	13	50	38	50	50
7. Purchase/distribute office supplies	6	97	3	-	-	-	-	-	-	-	-	33	50	17	17	83
8. Purchase/distribute maintenance and security supplies	7	86	10	3	-	-	-	-	-	-	-	29	43	29	57	43
9. Write/review bid specifications	3	83	7	7	3	-	-	-	-	-	-	-	100	-	67	33
10. Prepare safety/fire evacuation/tornado plans	5	97	3	-	-	-	-	-	-	-	-	20	20	60	60	40
11. Conduct/report accident investigations	9	86	14	-	-	-	-	-	-	-	-	22	44	33	67	33
K. PUBLIC RELATIONS																
1. Keep community informed of school activities	11	59	41	-	-	-	-	-	-	-	-	-	18	82	91	9

Table 3.C

**ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION**

COORDINATOR OF ADULT INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
2. Participate in community related activities	9	69	21	10	-	-	-	-	-	-	-	14	43	43	71	29
3. Visit local high schools	2	93	7	-	-	-	-	-	-	-	-	50	-	50	50	50
4. Prepare a school catalogue	4	100	-	-	-	-	-	-	-	-	-	-	25	75	50	50
5. Prepare a student handbook	7	97	3	-	-	-	-	-	-	-	-	-	43	57	71	29
6. Assist in the publication of a school newspaper	2	100	-	-	-	-	-	-	-	-	-	50	-	50	50	50
7. Assist in the publication of a school yearbook	2	97	3	-	-	-	-	-	-	-	-	-	-	100	50	50
8. Develop flyers or brochures of course offerings	11	55	41	3	-	-	-	-	-	-	-	9	18	73	82	18
9. Write news releases	7	79	21	-	-	-	-	-	-	-	-	-	29	71	57	43
10. Prepare radio or TV spot commercials	6	90	10	-	-	-	-	-	-	-	-	-	33	67	50	50
11. Participate in P.R.O.B.E. and college days activities	3	100	-	-	-	-	-	-	-	-	-	-	33	67	100	-
12. Conduct "Open House" for the school	10	90	10	-	-	-	-	-	-	-	-	40	20	40	60	40
13. Respond to requests for school information	12	24	52	14	7	-	-	3	-	-	-	8	17	75	83	17
14. Respond to telephone inquiries	6	41	35	3	7	10	3	-	-	-	-	-	50	50	83	17
15. Arrange/conduct Tours	4	97	3	-	-	-	-	-	-	-	-	-	50	50	50	50
L. MEETINGS AND COMMITTEES																
1. Attend state/regional meetings	15	7	21	55	17	-	-	-	-	-	-	27	33	40	-	-
2. Participate in related professional associations	10	76	21	3	-	-	-	-	-	-	-	20	60	20	100	-
3. Plan/conduct division staff meetings	7	79	17	3	-	-	-	-	-	-	-	14	29	57	100	-
4. Attend in-school meetings	15	28	38	26	8	6	2	-	-	-	-	13	27	60	93	7
5. Organize/conduct craft advisory committee meetings	5	90	10	-	-	-	-	-	-	-	-	-	40	60	80	20

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Table 3.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF ADULT INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
6. Organize/conduct general advisory committee meetings	3	93	7	-	-	-	-	-	-	-	-	-	67	33	100	-
7. Plan division/school social functions	7	100	-	-	-	-	-	-	-	-	-	29	57	14	57	43
8. Attend Community/industry meetings	5	100	-	-	-	-	-	-	-	-	-	20	60	20	60	40
M. SERVE AS RECREATION DIRECTOR																
1. Instruct/coach students in group activities (sports/games, etc.)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Instruct students in crafts	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Schedule athletic contests	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. Arrange field trips	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Arrange for rentals/transportation	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6. Plan/arrange entertainment/other school-based activities	1	100	-	-	-	-	-	-	-	-	-	-	100	-	-	100
7. Prepare requisitions for/recommend purchase of equipment/supplies	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8. Maintain record of receipts/expenditures	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9. Maintain activity records (kind of activity/participation, etc.)	1	100	-	-	-	-	-	-	-	-	-	-	100	-	-	100
10. Maintain/process insurance forms/records	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11. Maintain equipment/supply storage area(s)	1	100	-	-	-	-	-	-	-	-	-	100	-	-	-	100
12. Supervise maintenance of activity areas (rooms, playing fields, etc.)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 3.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF ADULT INSTRUCTION

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
13. Oversee safety conditions of recreational facilities/activities	3	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14. Enforce discipline/sportsman-like behavior	7	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15. Confer with students (counseling, encouragement, etc.)	5	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16. Attend staff meetings		100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17. Attend professional update/other meetings/conferences	1	100	-	-	-	-	-	-	-	-	-	-	-	-	-	100
18. Plan/develop new programs/special events		100	-	-	-	-	-	-	-	-	-	100	-	-	-	-

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Table 3.D

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF STUDENT PERSONNEL SERVICES

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
A. BOARD		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1. Attend Board and committee meetings	5	88	12	-	-	-	-	-	-	-	-	40	40	20	100	-
2. Prepare/present special reports to the Board	10	85	16	-	-	-	-	-	-	-	-	20	50	30	82	18
3. Apprise Board of laws/rules/regulations/policies	3	100	-	-	-	-	-	-	-	-	-	33	67	-	100	-
4. Develop short/long range plans for school operations	5	88	12	-	-	-	-	-	-	-	-	20	40	40	-	-
5. Develop agenda	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6. Record/write minutes	-	98	2	-	-	-	-	-	-	-	-	-	-	-	-	-
B. FISCAL																
1. Prepare annual institutional budget	4	95	5	-	-	-	-	-	-	-	-	50	25	25	100	-
2. Prepare departmental/program budgets	5	88	12	-	-	-	-	-	-	-	-	40	-	60	100	-
3. Prepare proposals/reports to apply for funding - Local/State/Federal/special	9	79	21	-	-	-	-	-	-	-	-	33	11	56	67	33
4. Monitor institutional budget expenditures	1	98	-	2	-	-	-	-	-	-	-	-	100	-	-	-
5. Monitor department and/or program budget expenditures	9	83	17	-	-	-	-	-	-	-	-	-	79	22	70	30
6. Prepare/submit payroll information for full-time employees	3	95	5	-	-	-	-	-	-	-	-	-	33	67	67	33
7. Prepare/submit payroll information for part-time employees	5	86	14	-	-	-	-	-	-	-	-	-	40	60	50	50
8. Issue payroll checks	2	93	5	2	-	-	-	-	-	-	-	-	100	-	50	50
9. Issue checks to cover invoices	-	98	2	-	-	-	-	-	-	-	-	-	-	-	-	-
10. Invoice students/collect fees	7	88	7	2	3	-	-	-	-	-	-	14	57	29	75	25
11. Invoice businesses and industries for special courses	3	95	5	-	-	-	-	-	-	-	-	33	67	-	67	33
12. Receive/maintain accurate records of incoming monies	3	76	17	7	-	-	-	-	-	-	-	-	67	33	100	-

Table 3.D

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF STUDENT PERSONNEL SERVICES

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
13. Collect monies from vending machines	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14. Deposit monies in a bank	2	93	3	2	-	2	-	-	-	-	-	-	100	-	100	-
15. Assist with financial audit	5	91	7	2	-	-	-	-	-	-	-	-	60	40	100	-
16. Review and update insurance coverage	2	97	2	2	-	-	-	-	-	-	-	-	-	100	100	-
17. Coordinate facilities rentals	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18. Sign payroll	4	97	3	-	-	-	-	-	-	-	-	-	25	75	75	25
19. Arrange/process payment for equipment lease	-	98	2	-	-	-	-	-	-	-	-	-	-	-	-	-
C. EDUCATIONAL PROGRAM																
1. Evaluate/develop curricular programs	9	90	9	2	-	-	-	-	-	-	-	28	36	36	56	44
2. Engage in innovative and research oriented projects	12	79	19	2	-	-	-	-	-	-	-	17	33	50	80	20
3. Develop/coordinate Special/Evening/short-term educational programs	3	97	2	2	-	-	-	-	-	-	-	-	100	-	33	67
4. Articulate programs with neighboring institutions	18	78	17	3	2	-	-	-	-	-	-	11	72	17	80	20
5. Supervise/coordinate regular instructional programs	1	98	-	-	-	-	2	-	-	-	-	-	100	-	100	-
6. Coordinate field trips	6	97	3	-	-	-	-	-	-	-	-	50	17	33	60	40
7. Assist staff in the selection/use of instructional materials/equipment	4	93	7	-	-	-	-	-	-	-	-	75	25	-	25	75
8. Hire/evaluate personnel for special programs (EMT, Apprenticeship, Quick-Start, Consumer Ed., etc.)	3	93	5	2	-	-	-	-	-	-	-	-	67	33	75	25
9. Prepare/monitor budgets and complete reports for special programs	8	88	12	-	-	-	-	-	-	-	-	38	13	50	50	50

Table 3.D

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF STUDENT PERSONNEL SERVICES

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
10. Determine community/industrial needs for short-term courses	3	98	2	-	-	-	-	-	-	-	-	33	33	33	-	100
11. Schedule off-campus courses	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12. Supervise library activities	2	100	-	-	-	-	-	-	-	-	-	100	-	-	50	50
13. Maintain library materials	1	97	3	-	-	-	-	-	-	-	-	100	-	-	100	-
14. Assign teaching responsibilities	-	98	-	-	-	-	-	2	-	-	-	-	-	-	-	-
15. Demonstration teaching	2	100	-	-	-	-	-	-	-	-	-	-	100	-	50	50
16. Cover classes during an emergency	5	98	2	-	-	-	-	-	-	-	-	80	-	20	33	67
17. Develop/coordinate Coop/OJT	3	98	2	-	-	-	-	-	-	-	-	67	-	33	100	-
18. Production of AV material	9	91	9	-	-	-	-	-	-	-	-	44	33	22	56	44
D. STUDENTS																
1. Evaluate/report student progress	30	52	33	10	3	2	-	-	-	-	-	-	47	53	90	10
2. Coordinate/conduct extra-curricular activities	21	81	14	3	2	-	-	-	-	-	-	33	52	14	63	37
3. Coordinate services for "special needs" students	30	47	31	10	10	2	-	-	-	-	-	-	43	57	75	25
4. Coordinate/conduct student orientation programs	34	60	31	3	3	2	-	-	-	-	-	9	29	62	88	13
5. Meet with student council	13	91	7	2	-	-	-	-	-	-	-	39	31	31	85	16
6. Meet with students about problems	40	26	22	21	14	12	2	2	2	-	-	5	15	80	94	6
7. Enforce student discipline policies	8	64	26	2	5	2	-	-	2	-	-	-	75	25	57	43
8. Conduct graduation exercises	11	72	26	2	-	-	-	-	-	-	-	27	64	9	70	30
9. Organize/conduct student assemblies	9	95	5	-	-	-	-	-	-	-	-	33	44	22	38	63
10. Coordinate alumni activities	4	97	2	-	2	-	-	-	-	-	-	-	75	25	100	-
11. Monitor student attendance	9	74	16	9	2	-	-	-	-	-	-	22	57	22	50	50
12. Coordinate/advice student organizations	6	85	14	2	-	-	-	-	-	-	-	33	33	33	60	40

Table 3.D

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF STUDENT PERSONNEL SERVICES

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
E. ADMISSIONS, REGISTRATION AND RECORDS		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. Develop annual school calendar	8	93	7	-	-	-	-	-	-	-	-	25	13	63	57	43
2. Review/revise admissions standards	22	52	41	7	-	-	-	-	-	-	-	-	23	77	95	5
3. Receive/process student admissions applications	16	40	12	14	14	17	2	2	-	-	-	-	6	94	100	-
4. Interview prospective students	21	26	5	12	28	12	10	7	-	-	-	10	5	85	100	-
5. Test prospective students	15	48	17	19	7	7	-	2	-	-	-	7	7	87	100	-
6. Work with admissions committee/notify students of admissions status	21	31	36	26	3	2	-	2	-	-	-	10	19	71	90	10
7. Prepare/monitor registration schedule	14	64	31	2	2	2	-	-	-	-	-	-	43	57	83	17
8. Prepare/monitor room utilization schedule	4	97	2	2	-	-	-	-	-	-	-	50	-	50	50	50
9. Register students	16	43	29	17	5	3	-	2	-	-	-	-	38	63	87	13
10. Enforce school regulations on student attendance	9	69	14	16	2	-	-	-	-	-	-	-	67	33	63	38
11. Compile student attendance reports	6	86	10	2	2	-	-	-	-	-	-	17	50	33	80	20
12. Issue grade reports	8	90	5	3	2	-	-	-	-	-	-	-	13	87	88	13
13. Prepare student transcripts/maintain permanent records	15	66	19	12	2	2	-	-	-	-	-	7	27	67	86	14
14. Notify students of probation or suspension status	10	86	14	-	-	-	-	-	-	-	-	10	20	70	67	33
15. Maintain anecdotal records	10	100	-	-	-	-	-	-	-	-	-	20	30	50	78	22
16. Certify students for graduation	11	81	16	-	3	-	-	-	-	-	-	9	36	55	67	33
17. Administer/orient student to GED tests	5	83	7	5	5	-	-	-	-	-	-	20	60	20	60	40
F. COUNSELING, ADVISING AND RESEARCH																
1. Counsel students with personal/financial/discipline problems	25	14	21	35	10	14	3	3	-	-	-	8	20	72	83	17
2. Provide academic advising	23	28	31	28	12	-	-	-	2	-	-	9	26	65	89	11

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Table 3.D

**ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION**

COORDINATOR OF STUDENT PERSONNEL SERVICES

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
3. Provide career counseling	23	22	28	26	14	9	-	2	-	-	-	9	13	78	95	5
4. Provide job placement services	8	72	19	5	-	-	-	2	-	2	-	25	25	50	100	-
5. Collect/report information on completions and/or placements	6	74	16	9	-	2	-	-	-	-	-	-	67	33	67	33
6. Collect/report student follow-up data	6	79	10	10	-	-	-	-	-	-	-	17	50	33	83	17
7. Work with business and industry on student placement	6	81	12	2	2	3	-	-	-	-	-	17	17	67	67	33
8. Assist in preparation of annual SACS report	22	74	24	2	-	-	-	-	-	-	-	23	50	27	64	36
9. Assist in preparation of self-study for accreditation	18	100	-	-	-	-	-	-	-	-	-	21	53	26	69	31
10. Project student enrollment	19	100	-	-	-	-	-	-	-	-	-	21	53	26	77	24
11. Conduct institutional research studies	10	100	-	-	-	-	-	-	-	-	-	10	40	50	56	44
12. Prepare/submit required State and Federal reports	15	100	-	-	-	-	-	-	-	-	-	13	40	47	69	31
13. Supervise/maintain student records	10	100	-	-	-	-	-	-	-	-	-	10	30	60	88	13
D-35																
G. FINANCIAL AID AND SPECIAL PROGRAMS																
1. Explain/assist students in filing for financial aid (B.E.O.G., Work Study, Voc. Rehab., V.A., etc.)	20	21	24	26	10	7	3	2	2	2	3	20	10	70	-	-
2. Maintain financial aid files	14	69	12	10	5	2	2	-	-	-	-	14	21	64	85	15
3. Receive/distribute financial aid funds	12	100	-	-	-	-	-	-	-	-	-	-	33	67	83	17
4. Prepare/submit financial aid reports	12	72	16	7	3	2	-	-	-	-	-	-	25	75	92	8
5. Provide services/maintain files for CETA students	12	69	19	12	-	-	-	-	-	-	-	8	42	50	82	18
6. Prepare budgets/submit reports for CETA funds	6	86	12	2	-	-	-	-	-	-	-	-	83	17	83	17

Table 3.D

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF STUDENT PERSONNEL SERVICES

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
7. Provide services/maintain files for VA students	11	69	17	10	3	-	-	-	-	-	-	9	46	46	70	30
8. Prepare budgets/submit reports for VA funds	5	86	7	7	-	-	-	-	-	-	-	-	80	20	75	25
H. PERSONNEL																
1. Screen/interview/select personnel for employment	10	85	14	2	-	-	-	-	-	-	-	10	30	60	60	40
2. Schedule/supervise/evaluate employees	11	72	19	5	-	3	-	-	-	-	-	-	18	82	100	-
3. Assign/supervise substitute or temporary employees	4	95	5	-	-	-	-	-	-	-	-	-	25	75	50	50
4. Meet with employees about problems	11	72	22	5	-	-	-	-	-	-	-	-	18	82	100	-
5. Maintain personnel records	4	97	3	-	-	-	-	-	-	-	-	25	50	25	50	50
6. Collect/submit documentation for instructor certification	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Administer labor/management contracts	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8. Develop/administer personnel rules and regulations	3	95	5	-	-	-	-	-	-	-	-	33	33	33	67	33
9. Serve as a staff resource person	16	76	22	2	-	-	-	-	-	-	-	17	50	33	-	-
10. Prepare/present pre-service training programs	3	98	2	-	-	-	-	-	-	-	-	33	33	33	33	67
11. Prepare/present in-service programs	7	91	7	2	-	-	-	-	-	-	-	29	71	-	57	43
12. Process personnel grievances	2	98	2	-	-	-	-	-	-	-	-	50	50	-	50	50
I. FACILITIES																
1. Provide for maintenance on buildings and equipment	1	97	2	2	-	-	-	-	-	-	-	-	-	100	100	-
2. Plan/maintain an inventory of property/equipment/materials	2	98	2	-	-	-	-	-	-	-	-	-	100	-	50	50

Table 3.D

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF STUDENT PERSONNEL SERVICES

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
3. Assist maintenance/custodial staff in emergency situations	-	97	3	-	-	-	-	-	-	-	-	-	-	-	-	-
4. Plan/recommend facilities and equipment in the school	2	97	3	-	-	-	-	-	-	-	-	50	50	-	100	-
5. Lease/Rent CETA Facilities	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6. Arrange for/monitor Security	2	93	5	2	-	-	-	-	-	-	-	-	100	-	50	50
J. AUXILIARY SERVICES																
1. Provide health services for students	4	95	5	-	-	-	-	-	-	-	-	-	75	25	50	50
2. Provide cafeteria services for students	1	98	2	-	-	-	-	-	-	-	-	-	-	100	100	-
3. Provide bookstore services for students	1	98	2	-	-	-	-	-	-	-	-	-	-	100	-	100
4. Schedule/supervise athletic and intramural events	2	97	3	-	-	-	-	-	-	-	-	100	-	-	-	100
5. Purchase/distribute instructional materials	1	97	3	-	-	-	-	-	-	-	-	-	100	-	-	100
6. Purchase/distribute/maintain instructional equipment	1	100	-	-	-	-	-	-	-	-	-	-	100	-	-	100
7. Purchase/distribute office supplies	3	98	2	-	-	-	-	-	-	-	-	67	-	33	33	67
8. Purchase/distribute maintenance and security supplies	-	97	3	-	-	-	-	-	-	-	-	-	-	-	-	-
9. Write/review bid specifications	2	93	7	-	-	-	-	-	-	-	-	50	-	50	50	50
10. Prepare safety/fire evacuation/tornado plans	2	100	-	-	-	-	-	-	-	-	-	50	50	-	50	50
11. Conduct/report accident investigations	2	98	2	-	-	-	-	-	-	-	-	50	50	-	50	50
K. PUBLIC RELATIONS																
1. Keep community informed of school activities	16	59	41	-	-	-	-	-	-	-	-	-	25	75	93	7

Table 3.D

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF STUDENT PERSONNEL SERVICES

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
2. Participate in community related activities	18	71	29	-	-	-	-	-	-	-	-	6	44	50	81	19
3. Visit local high schools	22	28	45	16	9	-	3	-	-	-	-	5	9	86	96	4
4. Prepare a school catalogue	22	60	33	7	-	-	-	-	-	-	-	9	27	64	76	24
5. Prepare a student handbook	17	78	19	3	-	-	-	-	-	-	-	6	29	65	69	31
6. Assist in the publication of a school newspaper	1	98	2	-	-	-	-	-	-	-	-	100	-	-	-	-
7. Assist in the publication of a school yearbook	1	95	5	-	-	-	-	-	-	-	-	100	-	-	100	-
8. Develop flyers or brochures of course offerings	17	72	26	-	2	-	-	-	-	-	-	12	35	53	88	13
9. Write news releases	15	78	17	5	-	-	-	-	-	-	-	13	33	53	77	21
10. Prepare radio or TV spot commercials	11	90	9	-	2	-	-	-	-	-	-	17	33	50	72	27
11. Participate in P.R.O.B.E. and college days activities	22	62	33	-	5	-	-	-	-	-	-	5	36	59	90	10
12. Conduct "Open House" for the school	12	79	19	2	-	-	-	-	-	-	-	-	33	67	90	10
13. Respond to requests for school information	20	41	31	17	5	2	2	2	-	-	-	-	25	75	90	10
14. Respond to telephone inquiries	15	36	33	16	10	5	-	-	-	-	-	-	33	67	93	7
15. Arrange/conduct Tours	12	57	31	12	-	-	-	-	-	-	-	17	25	58	82	18
L. MEETINGS AND COMMITTEES																
1. Attend state/regional meetings	26	9	41	43	7	-	-	-	-	-	-	19	42	39	91	9
2. Participate in related professional associations	21	52	40	9	-	-	-	-	-	-	-	19	43	38	83	17
3. Plan/conduct division staff meetings	8	78	22	-	-	-	-	-	-	-	-	13	75	13	63	38
4. Attend in-school meetings	26	17	38	29	10	3	2	-	-	-	-	3	46	50	88	13
5. Organize/conduct craft advisory committee meetings	6	100	-	-	-	-	-	-	-	-	-	-	83	17	67	33

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Table 3.D

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF STUDENT PERSONNEL SERVICES

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
6. Organize/conduct general advisory committee meetings	3	91	9	-	-	-	-	-	-	-	-	-	33	67	100	-
7. Plan division/school social functions	8	91	9	-	-	-	-	-	-	-	-	63	38	-	33	67
8. Attend Community/industry meetings	9	79	17	3	-	-	-	-	-	-	-	11	44	44	88	13
M. SERVE AS RECREATION DIRECTOR																
1. Instruct/coach students in group activities (sports/games, etc.)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Instruct students in crafts	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Schedule athletic contests	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. Arrange field trips	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Arrange for rentals/transportation	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6. Plan/arrange entertainment/other school-based activities	1	98	-	2	-	-	-	-	-	-	-	100	-	-	100	-
7. Prepare requisitions for/recommend purchase of equipment/supplies	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8. Maintain record of receipts/expenditures	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9. Maintain activity records (kind of activity/participation, etc.)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10. Maintain/process insurance forms/records	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11. Maintain equipment/supply storage area(s)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12. Supervise maintenance of activity areas (rooms, playing fields, etc.)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 3.D

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF STUDENT PERSONNEL SERVICES

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
13. Oversee safety conditions of recreational facilities/activities	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14. Enforce discipline/sportsman-like behavior	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15. Confer with students (counseling, encouragement, etc.)	1	98	2	-	-	-	-	-	-	-	-	-	100	-	100	-
16. Attend staff meetings	1	100	-	-	-	-	-	-	-	-	-	-	-	100	100	-
17. Attend professional update/other meetings/conferences	1	100	-	-	-	-	-	-	-	-	-	-	-	100	100	-
18. Plan/develop new programs/special events	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 3.E

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF INDUSTRIAL TRAINING

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
A. BOARD																
1. Attend Board and committee meetings	6	83	13	-	3	-	-	-	-	-	-	-	67	33	100	-
2. Prepare/present special reports to the Board	10	67	30	-	3	-	-	-	-	-	-	11	67	22	80	20
3. Apprise Board of laws/rules/regulations/policies	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. Develop short/long range plans for school operations	12	53	40	7	-	-	-	-	-	-	-	8	33	58	100	-
5. Develop agenda	1	93	7	-	-	-	-	-	-	-	-	100	-	-	100	-
6. Record/write minutes	1	97	3	-	-	-	-	-	-	-	-	100	-	-	100	-
B. FISCAL																
1. Prepare annual institutional budget	6	93	7	-	-	-	-	-	-	-	-	-	33	67	60	40
2. Prepare departmental/program budgets	16	27	60	13	-	-	-	-	-	-	-	-	13	88	100	-
3. Prepare proposals/reports to apply for funding - Local/State/Federal/special	16	33	47	20	-	-	-	-	-	-	-	6	19	75	86	14
4. Monitor institutional budget expenditures	7	73	27	-	-	-	-	-	-	-	-	-	43	57	71	29
5. Monitor department and/or program budget expenditures	16	27	63	7	3	-	-	-	-	-	-	-	25	75	100	-
6. Prepare/submit payroll information for full-time employees	6	73	27	-	-	-	-	-	-	-	-	-	67	33	75	25
7. Prepare/submit payroll information for part-time employees	15	33	53	13	-	-	-	-	-	-	-	-	33	67	86	14
8. Issue payroll checks	6	80	20	-	-	-	-	-	-	-	-	-	83	17	60	40
9. Issue checks to cover invoices	1	93	7	-	-	-	-	-	-	-	-	100	-	-	-	100
10. Invoice students/collect fees	12	50	40	10	-	-	-	-	-	-	-	8	42	50	64	36
11. Invoice businesses and industries for special courses	15	50	50	-	-	-	-	-	-	-	-	7	47	47	79	21
12. Receive/maintain accurate records of incoming monies	9	67	33	-	-	-	-	-	-	-	-	11	22	67	89	11

Table 3.E

**ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION**

COORDINATOR OF INDUSTRIAL TRAINING

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13. Collect monies from vending machines	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14. Deposit monies in a bank	1	97	3	-	-	-	-	-	-	-	-	-	-	100	-	100
15. Assist with financial audit	3	90	10	-	-	-	-	-	-	-	-	-	67	33	100	-
16. Review and update insurance coverage	2	93	7	-	-	-	-	-	-	-	-	50	50	-	50	50
17. Coordinate facilities rentals	10	77	23	-	-	-	-	-	-	-	-	-	60	40	88	13
18. Sign payroll	4	93	7	-	-	-	-	-	-	-	-	25	-	75	67	33
19. Arrange/process payment for equipment lease	2	87	13	-	-	-	-	-	-	-	-	-	67	33	67	33
C. EDUCATIONAL PROGRAM																
1. Evaluate/develop curricular programs	26	17	37	40	7	-	-	-	-	-	-	4	12	85	100	-
2. Engage in innovative and research oriented projects	9	73	23	3	-	-	-	-	-	-	-	22	67	11	75	25
3. Develop/coordinate Special/Evening/short-term educational programs	25	13	17	17	23	10	3	10	3	-	3	4	20	76	96	4
4. Articulate programs with neighboring institutions	22	43	43	13	-	-	-	-	-	-	-	14	46	41	53	47
5. Supervise/coordinate regular instructional programs	14	50	10	3	13	17	-	7	-	-	-	-	-	100	86	14
6. Coordinate field trips	10	87	13	-	-	-	-	-	-	-	-	40	60	-	57	33
7. Assist staff in the selection/use of instructional materials/equipment	24	33	43	20	-	3	-	-	-	-	-	8	54	38	91	9
8. Hire/evaluate personnel for special programs (EMT, Apprenticeship, Quick-Start, Consumer Ed., etc)	26	10	53	33	3	-	-	-	-	-	-	4	15	81	92	8
9. Prepare/monitor budgets and complete reports for special programs	21	27	33	33	7	-	-	-	-	-	-	5	14	81	89	11

Table 3.E

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF INDUSTRIAL TRAINING

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
10. Determine community/industrial needs for short-term courses	26	3	43	30	17	3	-	3	-	-	-	8	12	81	68	13
11. Schedule off-campus courses	25	7	20	40	27	3	-	-	-	3	-	-	8	92	100	-
12. Supervise library activities	2	100	-	-	-	-	-	-	-	-	-	50	50	-	-	100
13. Maintain library materials	8	83	13	3	-	-	-	-	-	-	-	-	75	25	71	29
14. Assign teaching responsibilities	18	53	40	7	-	-	-	-	-	-	-	22	17	61	94	6
15. Demonstration teaching	10	80	17	-	3	-	-	-	-	-	-	-	50	50	70	30
16. Cover classes during an emergency	12	80	17	3	-	-	-	-	-	-	-	25	50	25	55	46
17. Develop/coordinate Coop/OJT	2	93	7	-	-	-	-	-	-	-	-	50	-	50	100	-
18. Production of AV material	9	77	20	-	3	-	-	-	-	-	-	22	22	56	88	13
D. STUDENTS																
1. Evaluate/report student progress	20	40	47	10	-	3	-	-	-	-	-	15	55	30	89	11
2. Coordinate/conduct extra-curricular activities	7	83	17	-	-	-	-	-	-	-	-	43	29	29	80	20
3. Coordinate services for "special needs" students	7	83	13	-	-	-	-	-	-	-	-	29	57	14	80	20
4. Coordinate/conduct student orientation programs	17	67	23	10	-	-	-	-	-	-	-	6	59	35	87	13
5. Meet with student council	1	84	3	13	-	-	-	-	-	-	-	-	100	-	100	-
6. Meet with students about problems	21	60	27	13	-	-	-	-	-	-	-	-	38	62	77	23
7. Enforce student discipline policies	14	67	23	10	-	-	-	-	-	-	-	-	43	57	92	8
8. Conduct graduation exercises	8	70	27	-	3	-	-	-	-	-	-	-	63	38	57	43
9. Organize/conduct student assemblies	3	97	3	-	-	-	-	-	-	-	-	-	100	-	67	33
10. Coordinate alumni activities	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11. Monitor student attendance	8	50	33	10	3	-	-	-	-	-	-	25	38	38	63	38
12. Coordinate/advise student organizations	1	93	3	3	-	-	-	-	-	-	-	-	100	-	-	100

Table 3.E

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF INDUSTRIAL TRAINING

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
E. ADMISSIONS, REGISTRATION AND RECORDS		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. Develop annual school calendar	5	87	13	-	-	-	-	-	-	-	-	20	60	20	40	60
2. Review/revise admissions standards	11	70	27	-	-	-	-	-	-	-	-	9	55	36	55	45
3. Receive/process student admissions applications	12	50	30	17	-	3	-	-	-	-	-	17	50	33	78	22
4. Interview prospective students	8	70	23	3	3	-	-	-	-	-	-	25	38	38	50	50
5. Test prospective students	4	83	13	3	-	-	-	-	-	-	-	25	25	50	33	67
6. Work with admissions committee/notify students of admissions status	8	80	13	7	-	-	-	-	-	-	-	25	50	25	71	29
7. Prepare/monitor registration schedule	10	67	30	3	-	-	-	-	-	-	-	20	40	40	75	25
8. Prepare/monitor room utilization schedule	8	70	27	3	-	-	-	-	-	-	-	-	100	-	86	14
9. Register students	14	27	53	20	-	-	-	-	-	-	-	7	29	64	77	23
10. Enforce school regulations on student attendance	8	80	20	-	-	-	-	-	-	-	-	13	25	63	100	-
11. Compile student attendance reports	8	67	30	3	-	-	-	-	-	-	-	13	75	13	57	43
12. Issue grade reports	4	90	10	-	-	-	-	-	-	-	-	-	50	50	75	25
13. Prepare student transcripts/maintain permanent records	8	80	13	7	-	-	-	-	-	-	-	13	38	50	63	38
14. Notify students of probation or suspension status	6	97	-	3	-	-	-	-	-	-	-	-	67	33	80	20
15. Maintain anecdotal records	6	100	-	-	-	-	-	-	-	-	-	17	-	83	80	20
16. Certify students for graduation	11	67	27	7	-	-	-	-	-	-	-	-	18	82	83	17
17. Administer/orient student to GED tests	2	100	-	-	-	-	-	-	-	-	-	50	50	-	100	-
F. COUNSELING, ADVISING AND RESEARCH																
1. Counsel students with personal/financial/discipline problems	8	83	17	-	-	-	-	-	-	-	-	25	38	38	67	33
2. Provide academic advising	7	80	17	3	-	-	-	-	-	-	-	14	57	29	60	40

Table 3.E

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF INDUSTRIAL TRAINING

FUNCTION/Task	N	Percentage of Time Spent										Importance Included				
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
3. Provide career counseling	6	87	13	-	-	-	-	-	-	-	-	17	67	17	40	60
4. Provide job placement services	4	80	20	-	-	-	-	-	-	-	-	25	25	50	100	-
5. Collect/report information on completions and/or placements	10	73	27	-	-	-	-	-	-	-	-	10	60	30	56	44
6. Collect/report student follow-up data	6	87	13	-	-	-	-	-	-	-	-	50	33	17	40	60
7. Work with business and industry on student placement	12	47	47	3	3	-	-	-	-	-	-	17	17	67	80	20
8. Assist in preparation of annual SACS report	14	73	27	-	-	-	-	-	-	-	-	43	36	21	67	33
9. Assist in preparation of self-study for accreditation	15	40	43	17	-	-	-	-	-	-	-	20	40	40	92	8
10. Project student enrollment	7	93	7	-	-	-	-	-	-	-	-	57	29	14	80	20
11. Conduct institutional research studies	6	90	10	-	-	-	-	-	-	-	-	50	50	-	60	40
12. Prepare/submit required State and Federal reports	16	33	60	7	-	-	-	-	-	-	-	19	31	50	71	29
13. Supervise/maintain student records	7	57	40	3	-	-	-	-	-	-	-	14	14	71	67	33
G. FINANCIAL AID AND SPECIAL PROGRAMS																
1. Explain/assist students in filing for financial aid (B.E.O.G., Work Study, Voc. Rehab., V.A., etc.)	4	87	13	-	-	-	-	-	-	-	-	50	25	25	50	50
2. Maintain financial aid files	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Receive/distribute financial aid funds	1	100	-	-	-	-	-	-	-	-	-	-	-	100	-	100
4. Prepare/submit financial aid reports	1	100	-	-	-	-	-	-	-	-	-	-	-	-	-	100
5. Provide services/maintain files for CETA students	5	70	10	17	3	-	-	-	-	-	-	14	43	43	40	60
6. Prepare budgets/submit reports for CETA funds	-	57	23	10	7	-	3	-	-	-	-	29	43	29	20	80

Table 3.E

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF INDUSTRIAL TRAINING

FUNCTION/Task	N	Percentage of Time Spent											Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No	
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
7. Provide services/maintain files for VA students	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8. Prepare budgets/submit reports for VA funds	2	93	7	-	-	-	-	-	-	-	-	-	100	-	-	100	
H. PERSONNEL																	
1. Screen/interview/select personnel for employment	18	23	57	17	3	-	-	-	-	-	-	6	17	78	86	13	
2. Schedule/supervise/evaluate employees	15	27	40	10	13	3	-	7	-	-	-	-	20	80	100	-	
3. Assign/supervise substitute or temporary employees	9	70	27	3	-	-	-	-	-	-	-	-	44	56	88	13	
4. Meet with employees about problems	15	43	43	13	-	-	-	-	-	-	-	-	27	73	77	23	
5. Maintain personnel records	11	70	27	-	3	-	-	-	-	-	-	-	64	36	70	30	
6. Collect/submit documentation for instructor certification	11	70	30	-	-	-	-	-	-	-	-	9	18	73	80	20	
7. Administer labor/management contracts	4	83	13	-	-	3	-	-	-	-	-	25	75	-	67	33	
8. Develop/administer personnel rules and regulations	9	70	30	-	-	-	-	-	-	-	-	22	67	11	88	13	
9. Serve as a staff resource person	10	53	47	-	-	-	-	-	-	-	-	10	50	40	88	13	
10. Prepare/present pre-service training programs	7	60	33	7	-	-	-	-	-	-	-	14	29	57	83	17	
11. Prepare/present in-service programs	7	83	17	-	-	-	-	-	-	-	-	50	17	33	50	50	
12. Process personnel grievances	7	90	10	-	-	-	-	-	-	-	-	14	29	57	80	20	
I. FACILITIES																	
1. Provide for maintenance on buildings and equipment	10	57	27	10	3	3	-	-	-	-	-	-	30	70	86	13	
2. Plan/maintain an inventory of property/equipment/materials	13	27	67	7	-	-	-	-	-	-	-	8	15	77	92	8	

Table 3.E

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF INDUSTRIAL TRAINING

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
3. Assist maintenance/custodial staff in emergency situations	7	83	13	3	-	-	-	-	-	-	-	57	29	14	50	50
4. Plan/recommend facilities and equipment in the school	9	63	37	-	-	-	-	-	-	-	-	11	57	33	100	-
5. Lease/Rent CETA Facilities	7	60	40	-	-	-	-	-	-	-	-	-	-	100	83	17
6. Arrange for/monitor Security	2	100	-	-	-	-	-	-	-	-	-	50	50	-	100	-
J. AUXILIARY SERVICES																
1. Provide health services for students	-	97	3	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Provide cafeteria services for students	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Provide bookstore services for students	8	73	23	3	-	-	-	-	-	-	-	13	63	25	43	57
4. Schedule/supervise athletic and intramural events	1	100	-	-	-	-	-	-	-	-	-	-	-	-	100	-
5. Purchase/distribute instructional materials	14	30	47	20	-	3	-	-	-	-	-	-	43	57	100	-
6. Purchase/distribute/maintain instructional equipment	15	33	50	17	-	-	-	-	-	-	-	13	33	53	83	17
7. Purchase/distribute office supplies	6	80	20	-	-	-	-	-	-	-	-	33	50	17	83	17
8. Purchase/distribute maintenance and security supplies	6	83	10	7	-	-	-	-	-	-	-	17	67	17	75	25
9. Write/review bid specifications	6	77	23	-	-	-	-	-	-	-	-	-	67	33	100	-
10. Prepare safety/fire evacuation/tornado plans	6	87	10	3	-	-	-	-	-	-	-	17	50	33	100	-
11. Conduct/report accident investigations	6	97	3	-	-	-	-	-	-	-	-	-	50	50	40	60
K. PUBLIC RELATIONS																
1. Keep community informed of school activities	14	53	40	7	-	-	-	-	-	-	-	7	29	64	91	9

Table 3.E

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF INDUSTRIAL TRAINING

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
2. Participate in community related activities	11	60	23	13	3	-	-	-	-	-	-	9	27	64	75	25
3. Visit local high schools	10	60	30	10	-	-	-	-	-	-	-	10	40	50	50	50
4. Prepare a school catalogue	1	100	-	-	-	-	-	-	-	-	-	-	100	-	100	-
5. Prepare a student handbook	1	97	3	-	-	-	-	-	-	-	-	100	-	-	100	-
6. Assist in the publication of a school newspaper	-	97	-	3	-	-	-	-	-	-	-	-	-	-	-	-
7. Assist in the publication of a school yearbook	1	97	3	-	-	-	-	-	-	-	-	-	100	-	100	-
8. Develop flyers or brochures of course offerings	10	60	37	3	-	-	-	-	-	-	-	-	50	50	89	11
9. Write news releases	16	60	40	-	-	-	-	-	-	-	-	-	50	50	86	14
10. Prepare radio or TV spot commercials	10	73	27	-	-	-	-	-	-	-	-	-	50	50	75	25
11. Participate in P.R.O.B.E. and college days activities	3	100	-	-	-	-	-	-	-	-	-	67	33	-	50	50 ⁴⁸
12. Conduct "Open House" for the school	5	79	19	2	-	-	-	-	-	-	-	40	40	20	50	50
13. Respond to requests for school information	15	47	47	7	-	-	-	-	-	-	-	-	27	73	77	23
14. Respond to telephone inquiries	9	47	43	3	3	3	-	-	-	-	-	-	56	44	57	43
15. Arrange/conduct Tours	6	80	20	-	-	-	-	-	-	-	-	17	50	33	33	67
L. MEETINGS AND COMMITTEES																
1. Attend state/regional meetings	16	10	17	40	30	-	3	-	-	-	-	19	63	18	80	20
2. Participate in related professional associations	13	47	47	7	-	-	-	-	-	-	-	15	46	39	67	33
3. Plan/conduct division staff meetings	7	83	13	3	-	-	-	-	-	-	-	29	43	29	67	33
4. Attend in-school meetings	18	13	57	7	20	-	3	-	-	-	-	11	39	50	86	13
5. Organize/conduct craft advisory committee meetings	6	87	13	-	-	-	-	-	-	-	-	-	50	50	40	60

Table 3.E

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF INDUSTRIAL TRAINING

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
6. Organize/conduct general advisory committee meetings	4	93	3	-	3	-	-	-	-	-	-	-	75	25	75	25
7. Plan division/school social functions	1	93	7	-	-	-	-	-	-	-	-	100	-	-	-	100
8. Attend Community/industry meetings	9	43	43	13	-	-	-	-	-	-	-	11	11	78	71	29
M. SERVE AS RECREATION DIRECTOR																
1. Instruct/coach students in group activities (sports/games, etc.)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Instruct students in crafts	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Schedule athletic contests	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. Arrange field trips	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Arrange for rentals/transportation	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6. Plan/arrange entertainment/other school-based activities	1	100	-	-	-	-	-	-	-	-	-	-	-	100	-	100
7. Prepare requisitions for/recommend purchase of equipment/supplies	-	97	3	-	-	-	-	-	-	-	-	-	-	-	-	-
8. Maintain record of receipts/expenditures	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9. Maintain activity records (kind of activity/participation, etc.)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10. Maintain/process insurance forms/records	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11. Maintain equipment/supply storage area(s)	1	100	-	-	-	-	-	-	-	-	-	-	100	-	-	100
12. Supervise maintenance of activity areas (rooms, playing fields, etc.)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 3.E

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF INDUSTRIAL TRAINING

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
13. Oversee safety conditions of recreational facilities/activities	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14. Enforce discipline/sportsman-like behavior	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15. Confer with students (counseling, encouragement, etc.)	1	97	3	-	-	-	-	-	-	-	-	-	-	-	-	100
16. Attend staff meetings	1	97	3	-	-	-	-	-	-	-	-	-	100	-	-	-
17. Attend professional update/other meetings/conferences	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18. Plan/develop new programs/special events	-	97	3	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 3.F

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF JOB PLACEMENT AND FOLLOW-UP

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
A. BOARD		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1. Attend Board and committee meetings	1	90	10	-	-	-	-	-	-	-	-	-	100	-	100	-
2. Prepare/present special reports to the Board	2	83	17	-	-	-	-	-	-	-	-	-	100	-	50	50
3. Apprise Board of laws/rules/regulations/policies	3	97	3	-	-	-	-	-	-	-	-	-	-	-	-	-
4. Develop short/long range plans for school operations	1	90	7	3	-	-	-	-	-	-	-	-	100	-	100	-
5. Develop agenda	1	100	-	-	-	-	-	-	-	-	-	100	-	-	-	-
6. Record/write minutes	-	97	3	-	-	-	-	-	-	-	-	-	-	-	-	-
B. FISCAL																
1. Prepare annual institutional budget	-	97	3	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Prepare departmental/program budgets	3	100	-	-	-	-	-	-	-	-	-	33	67	-	100	-
3. Prepare proposals/reports to apply for funding - Local/State/Federal/special	5	83	14	3	-	-	-	-	-	-	-	20	-	80	-	-
4. Monitor institutional budget expenditures	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Monitor department and/or program budget expenditures	3	97	3	-	-	-	-	-	-	-	-	33	-	67	100	-
6. Prepare/submit payroll information for full-time employees	1	100	-	-	-	-	-	-	-	-	-	-	100	-	-	-
7. Prepare/submit payroll information for part-time employees	1	100	-	-	-	-	-	-	-	-	-	-	100	-	-	-
8. Issue payroll checks	1	100	-	-	-	-	-	-	-	-	-	-	100	-	100	-
9. Issue checks to cover invoices	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10. Invoice students/collect fees	2	97	3	-	-	-	-	-	-	-	-	-	-	100	50	50
11. Invoice businesses and industries for special courses	1	100	-	-	-	-	-	-	-	-	-	-	-	100	100	-
12. Receive/maintain accurate records of incoming monies	-	97	3	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 3.F

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF JOB PLACEMENT AND FOLLOW-UP

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
13. Collect monies from vending machines	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14. Deposit monies in a bank	-	97	3	-	-	-	-	-	-	-	-	-	-	-	-	-
15. Assist with financial audit	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16. Review and update insurance coverage	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17. Coordinate facilities rentals	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18. Sign payroll	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19. Arrange/process payment for equipment lease	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
C. EDUCATIONAL PROGRAM																
1. Evaluate/develop curricular programs	4	83	17	-	-	-	-	-	-	-	-	-	75	25	100	-
2. Engage in innovative and research oriented projects	2	90	10	-	-	-	-	-	-	-	-	100	-	-	50	50
3. Develop/coordinate Special/Evening/short-term educational programs	1	97	3	-	-	-	-	-	-	-	-	-	100	-	100	-
4. Articulate programs with neighboring institutions	4	97	3	-	-	-	-	-	-	-	-	25	25	50	75	25
5. Supervise/coordinate regular instructional programs	4	100	-	-	-	-	-	-	-	-	-	-	25	75	100	-
6. Coordinate field trips	-	86	14	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Assist staff in the selection/use of instructional materials/equipment	4	97	3	-	-	-	-	-	-	-	-	-	50	50	75	25
8. Hire/evaluate personnel for special programs (EMT, Apprenticeship, Quick-Start, Consumer Ed., etc)	3	100	-	-	-	-	-	-	-	-	-	33	33	33	100	-
9. Prepare/monitor budgets and complete reports for special programs	2	97	-	3	-	-	-	-	-	-	-	50	50	-	50	50

Table 3.7

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF JOB PLACEMENT AND FOLLOW-UP

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	H	V	Yes	No
		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10. Determine community/industrial needs for short-term courses	2	93	7	-	-	-	-	-	-	-	-	50	50	-	50	50
11. Schedule off-campus courses	-	97	3	-	-	-	-	-	-	-	-	-	-	-	-	-
12. Supervise library activities	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13. Maintain library materials	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14. Assign teaching responsibilities	2	97	3	-	-	-	-	-	-	-	-	-	-	100	100	-
15. Demonstration teaching	1	100	-	-	-	-	-	-	-	-	-	100	-	-	100	-
16. Cover classes during an emergency	5	97	-	3	-	-	-	-	-	-	-	20	40	40	60	40
17. Develop/coordinate Coop/OJT	-	86	14	-	-	-	-	-	-	-	-	-	-	-	-	-
18. Production of AV material	2	97	3	-	-	-	-	-	-	-	-	50	50	-	50	50
D. STUDENTS																
1. Evaluate/report student progress	6	93	3	-	3	-	-	-	-	-	-	-	50	50	100	-
2. Coordinate/conduct extra-curricular activities	-	90	7	3	-	-	-	-	-	-	-	-	-	-	-	-
3. Coordinate services for "special needs" students	7	93	-	7	-	-	-	-	-	-	-	-	-	100	100	-
4. Coordinate/conduct student orientation programs	3	76	17	3	3	-	-	-	-	-	-	-	33	67	100	-
5. Meet with student council	1	97	-	3	-	-	-	-	-	-	-	-	100	-	50	50
6. Meet with students about problems	8	48	10	24	10	7	-	-	-	-	-	-	38	62	100	-
7. Enforce student discipline policies	3	93	3	3	-	-	-	-	-	-	-	33	-	67	100	-
8. Conduct graduation exercises	-	93	3	3	-	-	-	-	-	-	-	-	-	-	-	-
9. Organize/conduct student assemblies	-	97	3	-	-	-	-	-	-	-	-	-	-	-	-	-
10. Coordinate alumni activities	-	97	-	3	-	-	-	-	-	-	-	-	-	-	-	-
11. Monitor student attendance	1	90	-	7	3	-	-	-	-	-	-	-	100	-	100	-
12. Coordinate/advise student organizations	1	93	7	-	-	-	-	-	-	-	-	-	-	100	-	100

Table 3.F

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF JOB PLACEMENT AND FOLLOW-UP

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
E. ADMISSIONS, REGISTRATION AND RECORDS		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. Develop annual school calendar	2	100	-	-	-	-	-	-	-	-	-	100	-	-	50	50
2. Review/revise admissions standards	-	90	10	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Receive/process student admissions applications	4	90	7	3	-	-	-	-	-	-	-	50	-	50	25	75
4. Interview prospective students	3	66	14	21	-	-	-	-	-	-	-	-	33	67	100	-
5. Test prospective students	2	97	-	-	-	-	-	-	-	-	-	-	-	100	50	50
6. Work with admissions committee; notify students of admissions status	2	86	14	-	-	-	-	-	-	-	-	50	50	-	100	-
7. Prepare/monitor registration schedule	2	97	3	-	-	-	-	-	-	-	-	-	-	-	100	-
8. Prepare/monitor room utilization schedule	1	100	-	-	-	-	-	-	-	-	-	-	100	-	100	-
9. Register students	-	93	3	3	-	-	-	-	-	-	-	-	-	-	-	-
10. Enforce school regulations on student attendance	3	90	3	7	-	-	-	-	-	-	-	33	-	67	100	-
11. Compile student attendance reports	4	86	3	7	3	-	-	-	-	-	-	25	-	75	100	-
12. Issue grade reports	2	100	-	-	-	-	-	-	-	-	-	50	-	50	100	-
13. Prepare student transcripts/maintain permanent records	1	93	-	3	-	-	-	-	-	-	-	-	-	100	100	-
14. Notify students of probation or suspension status	1	97	-	3	-	-	-	-	-	-	-	100	-	-	-	-
15. Maintain anecdotal records	1	93	7	-	-	-	-	-	-	-	-	-	-	100	100	-
16. Certify students for graduation	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17. Administer/orient student to GED tests	1	97	3	-	-	-	-	-	-	-	-	-	-	100	100	-
F. COUNSELING, ADVISING AND RESEARCH																
1. Counsel students with personal/financial/discipline problems	4	52	28	10	7	3	-	-	-	-	-	-	50	50	100	-
2. Provide academic advising	4	72	14	14	-	-	-	-	-	-	-	-	75	25	100	-

Table 3.F

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF JOB PLACEMENT AND FOLLOW-UP

FUNCTION/Task	N	Percentage of Time Spent											Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No	
3. Provide career counseling	5	21	24	31	14	10	-	-	-	-	-	20	-	80	100	-	
4. Provide job placement services	2	21	-	14	7	24	7	10	3	7	6	-	50	50	100	-	
5. Collect/report information on completions and/or placements	2	24	7	21	14	21	10	3	-	-	-	-	-	100	100	-	
6. Collect/report student follow-up data	2	24	7	21	24	10	10	3	-	-	-	-	50	50	100	-	
7. Work with business and industry on student placement	1	21	7	17	17	21	10	3	3	-	-	-	100	-	100	-	
8. Assist in preparation of annual SAC report	4	100	-	-	-	-	-	-	-	-	-	25	25	50	75	25	
9. Assist in preparation of self-study for accreditation	5	55	41	3	-	-	-	-	-	-	-	20	40	40	80	20	
10. Project student enrollment	-	93	7	-	-	-	-	-	-	-	-	-	-	-	-	-	
11. Conduct institutional research studies	3	76	21	3	-	-	-	-	-	-	-	-	67	33	100	-	
12. Prepare/submit required State and Federal reports	5	35	31	24	10	-	-	-	-	-	-	-	20	80	100	-	
13. Supervise/maintain student records	2	69	7	14	-	7	3	-	-	-	-	-	-	100	100	-	
G. FINANCIAL AID AND SPECIAL PROGRAMS																	
1. Explain/assist students in filing for financial aid (B.E.O.G., Work Study, Voc. Rehab., V.A., etc.)	3	72	10	10	7	-	-	-	-	-	-	-	33	67	100	-	
2. Maintain financial aid files	-	93	3	-	3	-	-	-	-	-	-	-	-	-	-	-	
3. Receive/distribute financial aid funds	-	90	7	3	-	-	-	-	-	-	-	-	-	-	-	-	
4. Prepare/submit financial aid reports	-	93	3	-	3	-	-	-	-	-	-	-	-	-	-	-	
5. Provide services/maintain files for CETA students	1	90	7	-	-	-	-	-	-	-	-	-	-	100	100	-	
6. Prepare budgets/submit reports for CETA funds	1	93	3	-	3	-	-	-	-	-	-	-	-	100	100	-	

Table 3.F

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF JOB PLACEMENT AND FOLLOW-UP

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
7. Provide services/maintain files for VA students	1	76	7	7	3	-	-	3	-	-	3	-	-	100	100	-
8. Prepare budgets/submit reports for VA funds	-	79	14	3	3	-	-	-	-	-	-	-	-	-	-	-
H. PERSONNEL																
1. Screen/interview/select personnel for employment	2	86	10	-	3	-	-	-	-	-	-	-	100	-	100	-
2. Schedule/supervise/evaluate employees	2	66	3	17	10	3	-	-	-	-	-	-	50	50	100	-
3. Assign/supervise substitute or temporary employees	1	100	-	-	-	-	-	-	-	-	-	-	100	-	100	-
4. Meet with employees about problems	3	86	10	3	-	-	-	-	-	-	-	-	-	100	100	-
5. Maintain personnel records	1	93	7	-	-	-	-	-	-	-	-	-	100	-	100	-
6. Collect/submit documentation for instructor certification	2	100	-	-	-	-	-	-	-	-	-	50	50	-	50	50
7. Administer labor/management contracts	1	100	-	-	-	-	-	-	-	-	-	-	-	-	100	-
8. Develop/administer personnel rules and regulations	1	97	3	-	-	-	-	-	-	-	-	-	100	-	100	-
9. Serve as a staff resource person	4	79	10	10	-	-	-	-	-	-	-	-	50	50	100	-
10. Prepare/present pre-service training programs	2	100	-	-	-	-	-	-	-	-	-	50	50	-	100	-
11. Prepare/present in-service programs	6	97	3	-	-	-	-	-	-	-	-	-	50	50	100	-
12. Process personnel grievances	1	97	3	-	-	-	-	-	-	-	-	-	100	-	100	-
I. FACILITIES																
1. Provide for maintenance on buildings and equipment	2	93	7	-	-	-	-	-	-	-	-	50	-	50	100	-
2. Plan/maintain an inventory of property/equipment/materials	-	100	-	-	-	-	-	-	-	-	-	20	40	40	100	-

Table 3.F

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF JOB PLACEMENT AND FOLLOW-UP

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
3. Assist maintenance/custodial staff in emergency situations	1	97	3	-	-	-	-	-	-	-	-	-	100	-	100	-
4. Plan/recommend facilities and equipment in the school	4	97	3	-	-	-	-	-	-	-	-	25	50	25	75	25
5. Lease/Rent CETA Facilities	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6. Arrange for/monitor Security	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
J. AUXILIARY SERVICES																
1. Provide health services for students	1	100	-	-	-	-	-	-	-	-	-	-	-	100	100	-
2. Provide cafeteria services for students	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Provide bookstore services for students	-	93	3	-	-	-	-	-	3	-	-	-	-	-	-	-
4. Schedule/supervise athletic and intramural events	1	100	-	-	-	-	-	-	-	-	-	-	-	-	100	-
5. Purchase/distribute instructional materials	3	100	-	-	-	-	-	-	-	-	-	33	67	-	100	-
6. Purchase/distribute/maintain instructional equipment	2	100	-	-	-	-	-	-	-	-	-	-	100	-	100	-
7. Purchase/distribute office supplies	2	100	-	-	-	-	-	-	-	-	-	50	50	-	100	-
8. Purchase/distribute maintenance and security supplies	1	97	3	-	-	-	-	-	-	-	-	-	100	-	100	-
9. Write/review bid specifications	1	97	3	-	-	-	-	-	-	-	-	-	100	-	100	-
10. Prepare safety/fire evacuation/tornado plans	1	100	-	-	-	-	-	-	-	-	-	-	-	100	-	100
11. Conduct/report accident investigations	2	100	-	-	-	-	-	-	-	-	-	50	50	-	-	-
K. PUBLIC RELATIONS																
1. Keep community informed of school activities	-	69	17	14	-	-	-	-	-	-	-	-	-	100	100	-

Table 3.F

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF JOB PLACEMENT AND FOLLOW-UP

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
2. Participate in community related activities	2	66	28	7	-	-	-	-	-	-	-	50	50	100	-	-
3. Visit local high schools	3	85	15	-	-	-	-	-	-	-	-	33	67	100	-	-
4. Prepare a school catalogue	2	100	-	-	-	-	-	-	-	-	-	50	-	50	100	-
5. Prepare a student handbook	3	100	-	-	-	-	-	-	-	-	-	67	-	33	67	33
6. Assist in the publication of a school newspaper	-	97	-	3	-	-	-	-	-	-	-	-	-	-	-	-
7. Assist in the publication of a school yearbook	1	100	-	-	-	-	-	-	-	-	-	100	-	-	-	100
8. Develop flyers or brochures of course offerings	2	90	10	-	-	-	-	-	-	-	-	50	50	100	-	-
9. Write news releases	-	78	7	7	7	-	-	-	-	-	-	-	-	-	-	-
10. Prepare radio or TV spot commercials	-	76	21	3	-	-	-	-	-	-	-	-	-	-	-	-
11. Participate in P.R.O.B.E. and college days activities	3	83	10	3	3	-	-	-	-	-	-	33	-	67	100	-
12. Conduct "Open House" for the school	-	83	14	-	3	-	-	-	-	-	-	-	-	-	-	-
13. Respond to requests for school information	3	66	24	7	3	-	-	-	-	-	-	33	67	100	-	-
14. Respond to telephone inquiries	2	48	35	14	3	-	-	-	-	-	-	-	100	100	-	-
15. Arrange/conduct Tours	2	69	24	7	-	-	-	-	-	-	-	-	100	100	-	-
L. MEETINGS AND COMMITTEES																
1. Attend state/regional meetings	4	17	14	52	10	7	-	-	-	-	-	40	60	100	-	-
2. Participate in related professional associations	4	59	38	3	-	-	-	-	-	-	-	25	25	50	67	33
3. Plan/conduct division staff meetings	3	93	7	-	-	-	-	-	-	-	-	100	-	100	-	-
4. Attend in-school meetings	5	21	35	41	3	-	-	-	-	-	-	20	60	20	100	-
5. Organize/conduct craft advisory committee meetings	5	90	10	-	-	-	-	-	-	-	-	20	40	40	75	25

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Table 3.F

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF JOB PLACEMENT AND FOLLOW-UP

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
6. Organize/conduct general advisory committee meetings	6	100	-	-	-	-	-	-	-	-	-	17	-	83	-	-
7. Plan division/school social functions	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8. Attend Community/industry meetings	1	76	24	-	-	-	-	-	-	-	-	-	-	100	100	-
M. SERVE AS RECREATION DIRECTOR																
1. Instruct/coach students in group activities (sports/games, etc.)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Instruct students in crafts	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Schedule athletic contests	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. Arrange field trips	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Arrange for rentals/transportation	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6. Plan/arrange entertainment/other school-based activities	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Prepare requisitions for/recommend purchase of equipment/supplies	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8. Maintain record of receipts/expenditures	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9. Maintain activity records (kind of activity/participation, etc.)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10. Maintain/process insurance forms/records	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11. Maintain equipment/supply storage area(s)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12. Supervise maintenance of activity areas (rooms, playing fields, etc.)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 3.F

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF JOB PLACEMENT AND FOLLOW-UP

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
13. Oversee safety conditions of recreational facilities/activities	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14. Enforce discipline/sportsman-like behavior	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15. Confer with students (counseling, encouragement, etc.)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16. Attend staff meetings	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17. Attend professional update/other meetings/conferences	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18. Plan/develop new programs/special events	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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Table 3.G

**ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION**

COORDINATOR OF SPECIAL NEEDS

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
A. BOARD		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1. Attend Board and committee meetings	1	100	-	-	-	-	-	-	-	-	-	-	-	100	100	-
2. Prepare/present special reports to the Board	5	100	-	-	-	-	-	-	-	-	-	-	80	20	80	20
3. Apprise Board of laws/rules/regulations/policies	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. Develop short/long range plans for school operations	4	89	-	11	-	-	-	-	-	-	-	-	75	25	75	25
5. Develop agenda	1	100	-	-	-	-	-	-	-	-	-	100	-	-	100	-
6. Record/write minutes	1	100	-	-	-	-	-	-	-	-	-	-	100	-	100	-
B. FISCAL																
1. Prepare annual institutional budget	1	100	-	-	-	-	-	-	-	-	-	-	100	-	-	100
2. Prepare departmental/program budgets	1	100	-	-	-	-	-	-	-	-	-	-	-	100	-	100
3. Prepare proposals/reports to apply for funding - Local/State/Federal/special	4	67	33	-	-	-	-	-	-	-	-	-	25	75	50	50
4. Monitor institutional budget expenditures	1	100	-	-	-	-	-	-	-	-	-	-	100	-	100	-
5. Monitor department and/or program budget expenditures	3	67	33	-	-	-	-	-	-	-	-	-	-	100	67	33
6. Prepare/submit payroll information for full-time employees	1	100	-	-	-	-	-	-	-	-	-	-	-	100	100	-
7. Prepare/submit payroll information for part-time employees	1	100	-	-	-	-	-	-	-	-	-	-	-	100	-	100
8. Issue payroll checks	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9. Issue checks to cover invoices	-	97	3	-	-	-	-	-	-	-	-	-	-	-	-	-
10. Invoice students/collect fees	-	89	11	-	-	-	-	-	-	-	-	-	-	-	-	-
11. Invoice businesses and industries for special courses	-	89	-	-	-	-	11	-	-	-	-	-	-	-	-	-
12. Receive/maintain accurate records of incoming monies	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 3.G

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF SPECIAL NEEDS

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
13. Collect monies from vending machines	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14. Deposit monies in a bank	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15. Assist with financial audit	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16. Review and update insurance coverage	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17. Coordinate facilities rentals	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18. Sign payroll	1	100	-	-	-	-	-	-	-	-	-	-	-	100	100	-
19. Arrange/process payment for equipment lease	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
C. EDUCATIONAL PROGRAM																
1. Evaluate/develop curricular programs	7	67	11	11	11	-	-	-	-	-	-	-	29	71	43	57
2. Engage in innovative and research oriented projects	2	78	22	-	-	-	-	-	-	-	-	-	50	50	50	50
3. Develop/coordinate Special/Evening/short-term educational programs	2	89	-	11	-	-	-	-	-	-	-	-	-	100	50	50
4. Articulate programs with neighboring institutions	3	67	11	11	11	-	-	-	-	-	-	-	67	33	67	33
5. Supervise/coordinate regular instructional programs	2	67	-	-	22	-	11	-	-	-	-	-	50	50	100	-
6. Coordinate field trips	8	89	-	11	-	-	-	-	-	-	-	13	50	38	63	38
7. Assist staff in the selection/use of instructional materials/equipment	2	56	44	-	-	-	-	-	-	-	-	-	50	50	50	50
8. Hire/evaluate personnel for special programs (EMT, Apprenticeship, Quick-Start, Consumer Ed., etc)	1	67	11	22	-	-	-	-	-	-	-	-	-	100	100	-
9. Prepare/monitor budgets and complete reports for special programs	3	78	11	11	-	-	-	-	-	-	-	-	33	67	50	50

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Table 3.G

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF SPECIAL NEEDS

FUNCTION/Task	N	Percentage of Time Spent											Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No	
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
10. Determine community/industrial needs for short-term courses	4	78	11	11	-	-	-	-	-	-	-	-	-	50	50	50	50
11. Schedule off-campus courses	1	100	-	-	-	-	-	-	-	-	-	-	-	-	100	100	-
12. Supervise library activities	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13. Maintain library materials	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14. Assign teaching responsibilities	1	78	11	-	-	-	-	11	-	-	-	-	-	-	100	-	100
15. Demonstration teaching	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16. Cover classes during an emergency	4	67	-	22	11	-	-	-	-	-	-	50	50	-	25	75	
17. Develop/coordinate Coop/OJT	6	100	-	-	-	-	-	-	-	-	-	-	50	50	100	-	
18. Production of AV material	2	89	11	-	-	-	-	-	-	-	-	-	50	50	50	50	
D. STUDENTS																	
1. Evaluate/report student progress	3	44	22	33	-	-	-	-	-	-	-	-	33	67	100	-	
2. Coordinate/conduct extra-curricular activities	4	100	-	-	-	-	-	-	-	-	-	25	50	25	-	100	
3. Coordinate services for "special needs" students	4	11	-	-	-	22	11	33	11	11	-	25	50	25	75	25	
4. Coordinate/conduct student orientation programs	13	67	33	-	-	-	-	-	-	-	-	8	39	54	69	31	
5. Meet with student council	6	89	11	-	-	-	-	-	-	-	-	33	17	50	50	50	
6. Meet with students about problems	14	22	11	67	-	-	-	-	-	-	-	-	29	71	83	17	
7. Enforce student discipline policies	1	67	22	11	-	-	-	-	-	-	-	100	-	-	100	-	
8. Conduct graduation exercises	3	100	-	-	-	-	-	-	-	-	-	67	33	-	33	67	
9. Organize/conduct student assemblies	2	100	-	-	-	-	-	-	-	-	-	-	-	100	100	-	
10. Coordinate alumni activities	2	100	-	-	-	-	-	-	-	-	-	50	-	50	50	50	
11. Monitor student attendance	3	78	22	-	-	-	-	-	-	-	-	33	-	67	100	-	
12. Coordinate/advise student organizations	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Table 3.G

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF SPECIAL NEEDS

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
E. ADMISSIONS, REGISTRATION AND RECORDS		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. Develop annual school calendar	2	100	-	-	-	-	-	-	-	-	-	50	50	-	67	33
2. Review/revise admissions standards	4	100	-	-	-	-	-	-	-	-	-	-	75	25	33	67
3. Receive/process student admissions applications	2	44	33	22	-	-	-	-	-	-	-	50	-	50	100	-
4. Interview prospective students	6	78	-	-	22	-	-	-	-	-	-	17	33	50	83	17
5. Test prospective students	3	67	22	-	-	11	-	-	-	-	-	33	67	-	50	50
6. Work with admissions committee/notify students of admissions status	3	67	11	22	-	-	-	-	-	-	-	-	67	33	67	33
7. Prepare/monitor registration schedule	2	100	-	-	-	-	-	-	-	-	-	50	50	-	100	-
8. Prepare/monitor room utilization schedule	2	89	11	-	-	-	-	-	-	-	-	50	50	-	100	-
9. Register students	4	100	-	-	-	-	-	-	-	-	-	50	-	50	67	33
10. Enforce school regulations on student attendance	2	78	22	-	-	-	-	-	-	-	-	-	-	100	100	-
11. Compile student attendance reports	2	67	33	-	-	-	-	-	-	-	-	-	100	-	100	-
12. Issue grade reports	2	89	11	-	-	-	-	-	-	-	-	-	50	50	100	-
13. Prepare student transcripts/maintain permanent records	2	89	11	-	-	-	-	-	-	-	-	-	100	-	50	50
14. Notify students of probation or suspension status	3	100	-	-	-	-	-	-	-	-	-	33	33	33	100	-
15. Maintain anecdotal records	5	89	-	-	11	-	-	-	-	-	-	-	60	40	80	20
16. Certify students for graduation	1	100	-	-	-	-	-	-	-	-	-	-	-	100	100	-
17. Administer/orient student to GED tests	-	89	-	-	11	-	-	-	-	-	-	-	-	-	-	-
F. COUNSELING, ADVISING AND RESEARCH																
1. Counsel students with personal/financial/discipline problems	7	11	67	11	11	-	-	-	-	-	-	-	43	57	75	25
2. Provide academic advising	5	33	33	22	11	-	-	-	-	-	-	-	40	60	100	-

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Table 3.G

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF SPECIAL NEEDS

FUNCTION/Task	N	Percentage of Time Spent										Importance Included				
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
3. Provide career counseling	12	-	78	11	-	-	-	11	-	-	-	8	17	75	91	9
4. Provide job placement services	11	78	22	-	-	-	-	-	-	-	-	9	-	91	83	17
5. Collect/report information on completions and/or placements	13	78	22	-	-	-	-	-	-	-	-	15	15	69	100	-
6. Collect/report student follow-up data	12	67	22	11	-	-	-	-	-	-	-	-	25	75	100	-
7. Work with business and industry on student placement	13	89	11	-	-	-	-	-	-	-	-	15	8	77	85	15
8. Assist in preparation of annual SACS report	9	78	22	-	-	-	-	-	-	-	-	22	44	33	56	44
9. Assist in preparation of self-study for accreditation	11	56	44	-	-	-	-	-	-	-	-	18	55	27	70	30
10. Project student enrollment	1	100	-	-	-	-	-	-	-	-	-	-	100	-	-	-
11. Conduct institutional research studies	4	78	11	-	-	-	11	-	-	-	-	25	75	-	75	25
12. Prepare/submit required State and Federal reports	13	33	56	11	-	-	-	-	-	-	-	8	39	54	100	-
13. Supervise/maintain student records	2	67	22	11	-	-	-	-	-	-	-	50	-	50	100	-
G. FINANCIAL AID AND SPECIAL PROGRAMS																
1. Explain/assist students in filing for financial aid (S.E.O.G., Work Study, Voc. Rehab., V.A., etc.)	3	44	44	-	11	-	-	-	-	-	-	33	33	33	50	50
2. Maintain financial aid files	1	100	-	-	-	-	-	-	-	-	-	-	-	-	100	-
3. Receive/distribute financial aid funds	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. Prepare/submit financial aid reports	2	100	-	-	-	-	-	-	-	-	-	100	-	-	-	-
5. Provide services/maintain files for CETA students	1	89	11	-	-	-	-	-	-	-	-	-	-	100	100	-
6. Prepare budgets/submit reports for CETA funds	2	89	11	-	-	-	-	-	-	-	-	-	50	50	100	-

Table 3.G

**ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION**

COORDINATOR OF SPECIAL NEEDS

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
7. Provide services/maintain files for VA students	4	89	11	-	-	-	-	-	-	-	-	50	25	25	75	25
8. Prepare budgets/submit reports for VA funds	7	100	-	-	-	-	-	-	-	-	-	29	14	57	57	43
H. PERSONNEL																
1. Screen/interview/select personnel for employment	4	78	22	-	-	-	-	-	-	-	-	-	75	25	75	25
2. Schedule/supervise/evaluate employees	4	67	33	-	-	-	-	-	-	-	-	-	75	25	75	25
3. Assign/supervise substitute or temporary employees	1	100	-	-	-	-	-	-	-	-	-	-	100	-	100	-
4. Meet with employees about problems	5	78	22	-	-	-	-	-	-	-	-	20	60	20	100	-
5. Maintain personnel records	3	78	22	-	-	-	-	-	-	-	-	-	100	-	100	-
6. Collect/submit documentation for instructor certification	2	89	11	-	-	-	-	-	-	-	-	-	50	50	50	50
7. Administer labor/management contracts	1	100	-	-	-	-	-	-	-	-	-	-	-	100	100	-
8. Develop/administer personnel rules and regulations	1	89	11	-	-	-	-	-	-	-	-	-	100	-	-	100
9. Serve as a staff resource person	4	44	44	11	-	-	-	-	-	-	-	-	25	75	50	50
10. Prepare/present pre-service training programs	1	78	22	-	-	-	-	-	-	-	-	-	-	100	100	-
11. Prepare/present in-service programs	4	67	22	-	-	-	11	-	-	-	-	-	25	75	75	25
12. Process personnel grievances	1	89	11	-	-	-	-	-	-	-	-	-	100	-	-	100
I. FACILITIES																
1. Provide for maintenance on buildings and equipment	3	78	11	-	11	-	-	-	-	-	-	-	67	33	33	67
2. Plan/maintain an inventory of property/equipment/materials	1	44	44	-	-	11	-	-	-	-	-	-	100	-	-	100

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Table 3.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF SPECIAL NEEDS

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
3. Assist maintenance/custodial staff in emergency situations	1	89	11	-	-	-	-	-	-	-	-	-	-	-	-	100
4. Plan/recommend facilities and equipment in the school	2	56	44	-	-	-	-	-	-	-	-	50	50	-	50	50
5. Lease/Rent CETA Facilities	1	100	-	-	-	-	-	-	-	-	-	100	-	-	-	-
6. Arrange for/monitor Security	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
J. AUXILIARY SERVICES																
1. Provide health services for students	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Provide cafeteria services for students	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Provide bookstore services for students	2	100	-	-	-	-	-	-	-	-	-	50	-	50	-	100
4. Schedule/supervise athletic and intramural events	1	100	-	-	-	-	-	-	-	-	-	-	-	100	100	-
5. Purchase/distribute instructional materials	1	78	22	-	-	-	-	-	-	-	-	-	-	100	100	-
6. Purchase/distribute/maintain instructional equipment	-	67	33	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Purchase/distribute office supplies	2	100	-	-	-	-	-	-	-	-	-	-	50	50	50	50
8. Purchase/distribute maintenance and security supplies	3	89	11	-	-	-	-	-	-	-	-	-	33	67	100	-
9. Write/review bid specifications	2	100	-	-	-	-	-	-	-	-	-	-	100	-	50	50
10. Prepare safety/fire evacuation/tornado plans	1	89	11	-	-	-	-	-	-	-	-	100	-	-	-	100
11. Conduct/report accident investigations	-	89	11	-	-	-	-	-	-	-	-	-	-	-	-	-
K. PUBLIC RELATIONS																
1. Keep community informed of school activities	6	56	44	-	-	-	-	-	-	-	-	-	17	83	67	33

Table 3.G

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF SPECIAL NEEDS

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
2. Participate in community related activities	8	78	11	11	-	-	-	-	-	-	-	25	25	50	75	25
3. Visit local high schools	6	22	22	11	11	22	11	-	-	-	-	-	33	67	67	33
4. Prepare a school catalogue	3	100	-	-	-	-	-	-	-	-	-	-	67	33	33	67
5. Prepare a student handbook	1	100	-	-	-	-	-	-	-	-	-	-	100	-	-	100
6. Assist in the publication of a school newspaper	1	100	-	-	-	-	-	-	-	-	-	-	-	100	100	-
7. Assist in the publication of a school yearbook	2	100	-	-	-	-	-	-	-	-	-	50	-	50	100	-
8. Develop flyers or brochures of course offerings	4	89	11	-	-	-	-	-	-	-	-	25	50	25	100	-
9. Write news releases	5	100	-	-	-	-	-	-	-	-	-	20	-	80	50	50
10. Prepare radio or TV spot commercials	4	100	-	-	-	-	-	-	-	-	-	-	25	75	50	50
11. Participate in P.R.O.B.E. and college days activities	4	89	11	-	-	-	-	-	-	-	-	-	75	25	100	-
12. Conduct "Open House" for the school	5	100	-	-	-	-	-	-	-	-	-	-	40	60	80	20
13. Respond to requests for school information	9	56	33	11	-	-	-	-	-	-	-	-	33	67	89	11
14. Respond to telephone inquiries	7	56	33	11	-	-	-	-	-	-	-	-	43	57	100	-
15. Arrange/conduct Tours	6	56	11	22	-	11	-	-	-	-	-	-	50	50	100	-
L. MEETINGS AND COMMITTEES																
1. Attend state/regional meetings	12	-	11	56	33	-	-	-	-	-	-	8	25	67	77	23
2. Participate in related professional associations	8	44	44	-	11	-	-	-	-	-	-	13	38	50	63	38
3. Plan/conduct division staff meetings	3	78	22	-	-	-	-	-	-	-	-	-	33	67	100	-
4. Attend in-school meetings	13	11	67	22	-	-	-	-	-	-	-	39	15	46	77	23
5. Organize/conduct craft advisory committee meetings	4	89	11	-	-	-	-	-	-	-	-	-	50	50	100	-

Table 3.G

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF SPECIAL NEEDS

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
6. Organize/conduct general advisory committee meetings	6	89	11	-	-	-	-	-	-	-	-	17	-	83	67	33
7. Plan division/school social functions	2	89	11	-	-	-	-	-	-	-	-	-	50	50	100	-
8. Attend Community/industry meetings	5	78	22	-	-	-	-	-	-	-	-	-	40	60	67	33
M. SERVE AS RECREATION DIRECTOR																
1. Instruct/coach students in group activities (sports/games, etc.)	1	100	-	-	-	-	-	-	-	-	-	-	100	-	-	-
2. Instruct students in crafts	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Schedule athletic contests	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. Arrange field trips	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Arrange for rentals/transportation	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6. Plan/arrange entertainment/other school-based activities	1	100	-	-	-	-	-	-	-	-	-	-	-	100	50	50
7. Prepare requisitions for/recommend purchase of equipment/supplies	2	100	-	-	-	-	-	-	-	-	-	50	-	50	50	50
8. Maintain record of receipts/expenditures	2	100	-	-	-	-	-	-	-	-	-	100	-	-	100	-
9. Maintain activity records (kind of activity/participation, etc.)	1	100	-	-	-	-	-	-	-	-	-	100	-	-	-	100
10. Maintain/process insurance forms/records	1	100	-	-	-	-	-	-	-	-	-	-	100	-	50	50
11. Maintain equipment/supply storage area(s)	2	100	-	-	-	-	-	-	-	-	-	50	50	-	-	100
12. Supervise maintenance of activity areas (rooms, playing fields, etc.)	1	100	-	-	-	-	-	-	-	-	-	-	100	-	50	50

Table 3.G

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

COORDINATOR OF SPECIAL NEEDS

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
13. Oversee safety conditions of recreational facilities/activities	1	100	-	-	-	-	-	-	-	-	-	100	-	-	-	100
14. Enforce discipline/sportsman-like behavior	1	100	-	-	-	-	-	-	-	-	-	100	-	-	100	-
15. Confer with students (counseling, encouragement, etc.)	2	100	-	-	-	-	-	-	-	-	-	50	50	-	-	-
16. Attend staff meetings	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17. Attend professional update/other meetings/conferences	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18. Plan/develop new programs/special events	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-

APPENDIX E

Table 4.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

SECRETARIAL

FUNCTION/Task	N	Percentage of Time Spent											Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No	
A. ORGANIZING/PLANNING/COORDINATING		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
1. Schedule appointments	117	59	28	11	2	1	-	-	-	-	-	-	19	32	50	83	17
2. Arrange conferences/meetings/ special school functions	78	81	16	2	1	-	-	-	-	-	-	-	23	35	42	73	27
3. Arrange equipment at meetings	34	85	5	5	5	-	-	-	-	-	-	-	38	32	29	48	52
4. Notify/remind participants of meetings	131	69	27	4	-	-	-	-	-	-	-	-	20	42	38	71	29
5. Make travel arrangements	56	91	9	-	-	-	-	-	-	-	-	-	38	27	36	78	22
6. Organize guided tours for visitors	22	95	2	1	1	-	-	-	-	-	-	-	27	36	36	75	25
7. Notify/remind clients of class cancellation	51	86	10	3	-	-	-	-	-	-	-	-	10	28	63	72	28
8. Organize/maintain book store	31	88	7	2	1	1	-	-	-	-	-	-	16	32	52	62	38
B. SUPERVISING AND IMPLEMENTING																	
1. Interview/test applicants for office employment	10	100	-	-	-	-	-	-	-	-	-	-	40	10	50	44	56
2. Orient employees/demonstrate equipment use and office procedures	76	81	12	6	2	-	-	-	-	-	-	-	25	42	33	60	40
3. Plan/schedule work assignments	56	79	13	6	2	-	-	-	-	-	-	-	16	46	38	75	25
4. Monitor/audit/supervise the work of office personnel	42	82	9	7	1	2	-	-	-	-	-	-	10	36	55	82	18
5. Meet with administrators/ supervisors to procure decisions/directions	94	66	19	12	2	2	-	-	-	-	-	-	6	17	77	83	18
6. Compose administrative orders/written directions	67	78	17	4	-	-	-	1	-	-	-	-	8	34	58	85	15
7. Supervise maintenance of equipment/supplies	35	89	8	3	-	-	-	-	-	-	-	-	40	37	23	60	40

Table 4.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

SECRETARIAL

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
8. Secure quotations/prepare requests for supplies/equipment	85	68	19	9	2	1	-	1	-	-	-	15	29	55	73	27
C. RECEIVING AND COMMUNICATING																
1. Perform errands	163	38	33	23	4	2	-	-	-	-	-	40	45	15	58	42
2. Greet/direct visitors	180	14	29	27	13	5	2	1	5	5	-	3	18	78	90	10
3. Answer students' inquiries	177	18	21	23	17	12	3	4	-	1	-	7	22	71	85	15
4. Answer staff's inquiries	173	25	36	29	7	2	-	1	-	-	-	5	36	59	76	24
5. Place phone calls for members of staff	141	54	32	12	1	2	-	-	-	-	-	28	35	38	66	34
6. Receive/direct telephone calls	192	10	17	27	16	13	6	7	3	1	1	6	20	75	88	12
7. Distribute telephone memoranda/messages	176	21	42	26	8	2	1	1	-	-	-	10	32	58	80	20
3. Assist substitute teachers (receive/issue directions, etc.)	29	91	7	1	1	1	-	-	-	-	-	24	45	31	62	39
9. Receive information for/make PA System announcements	53	86	11	2	2	-	-	-	-	-	-	23	42	36	67	32
10. Maintain telephone log	49	88	11	1	1	-	-	-	-	-	-	25	37	39	58	42
D. HANDLING MAIL																
1. Compile/maintain mailing lists	97	77	19	4	-	-	-	-	-	-	-	20	44	36	70	30
2. Process outgoing mail/packages	137	49	32	17	3	-	-	-	-	-	-	15	35	50	79	21
3. Prepare mass mailings	94	70	23	5	1	-	1	-	-	-	-	16	32	52	74	31
4. Receive/distribute mail/deliveries	134	51	27	16	5	1	-	-	-	-	-	11	31	58	76	24
E. CLERICAL ACTIVITIES																
1. Clean/maintain office equipment	115	68	24	8	-	1	-	-	-	-	-	37	42	22	56	44
2. Operate ditto/mimeograph	80	69	21	5	2	-	1	1	-	-	1	28	40	32	79	21

B-2

Table 4.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

SECRETARIAL

FUNCTION/Task	N	Percentage of Time Spent											Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No	
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
3. Operate photocopier	183	16	41	32	9	2	-	1	-	-	-	15	44	42	83	17	
4. Collate duplicated items	148	49	32	17	2	1	-	-	-	-	-	35	42	23	74	26	
5. Staple materials	159	52	32	13	3	1	-	-	-	-	-	43	37	20	67	33	
6. Fold/bind printed materials	77	78	18	3	1	-	-	-	-	-	-	40	38	22	73	27	
7. Prepare audio-visual materials (transparencies, tape recordings etc.)	25	95	3	2	1	-	-	-	-	-	-	48	20	32	73	27	
8. Prepare/process purchase orders/requisitions	119	50	22	13	9	2	3	2	-	-	-	18	25	66	89	13	
9. Receive incoming supplies/notify vendors regarding shortages	81	76	18	6	1	-	-	-	-	-	-	17	35	48	78	22	
10. Fill supply requests	58	80	14	5	1	-	-	-	-	-	1	17	35	48	81	19	
11. Organize/manage/update file system	163	42	35	18	2	2	-	1	-	-	1	8	27	65	95	5	
12. File/retrieve materials	166	30	37	20	7	4	1	1	-	-	-	8	25	68	95	5	
13. Maintain clippings file	37	90	8	2	-	1	-	-	-	-	-	38	41	22	78	22	
14. Sell/distribute books/supplies	65	72	13	8	2	3	-	-	1	1	-	22	12	66	74	26	
15. Prepare/process evaluation reports	51	88	8	2	1	-	-	1	-	-	-	4	29	67	80	20	
16. Assemble informational packets	66	85	12	2	-	-	-	1	-	-	-	30	39	30	65	35	
17. Grade tests	27	90	5	4	-	-	-	-	1	-	-	19	19	63	88	13	
K STENOGRAPHIC																	
1. Take minutes of meetings	51	85	10	4	1	1	-	-	-	-	-	12	27	61	82	18	
2. Take dictation	80	72	13	8	4	2	1	-	-	-	-	10	24	66	88	12	
3. Type letters/memoranda	196	11	22	30	19	8	2	4	2	1	-	4	14	83	98	2	
4. Type reports/manuscripts	154	39	36	18	5	2	1	1	-	-	-	5	25	71	92	8	
5. Type lists	141	56	35	8	1	-	1	-	-	-	-	18	40	42	82	18	
6. Type tests/instructional	101	60	14	16	5	3	1	-	1	-	1	14	26	60	80	20	
7. Type news letters/news releases	80	80	16	3	2	-	-	-	-	-	-	14	34	53	85	15	

Table 4.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

SECRETARIAL

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
8. Type graphs/charts/tables	97	75	22	2	1	-	-	1	-	-	-	21	38	41	82	18
9. Type pre-printed forms	132	54	31	13	1	1	1	-	-	-	-	17	33	49	87	13
10. Type accounting statements/ analyses/summaries	51	85	14	1	-	-	-	-	-	-	-	28	28	45	83	17
11. Type addresses (envelopes/ labels)	161	36	42	18	3	1	-	1	-	-	-	15	36	49	92	8
12. Type minutes of meetings	74	82	18	-	-	-	-	-	-	-	-	14	35	51	86	14
13. Maintain/distribute minutes of meetings	57	90	8	2	-	-	-	-	-	-	-	16	40	44	83	17
14. Maintain policy manuals/ handbooks	76	82	17	1	1	-	-	-	-	-	-	17	33	50	83	17
15. Proofread/correct copy	145	47	41	10	2	1	-	-	-	-	-	15	19	66	80	20
16. Compose correspondence	137	52	33	12	2	1	-	-	-	-	-	14	28	58	83	17
17. Compile data for/compose/ prepare reports	99	62	31	6	1	-	-	-	-	-	-	13	25	62	87	13
18. Collect/compile materials/ information for assigned administrator(s)	120	55	32	10	3	-	1	-	-	-	-	12	28	61	84	16
19. Act as notary public	74	90	9	2	-	-	-	-	-	-	-	21	31	48	65	35
G. MAINTAINING AND PROCESSING STUDENT RECORDS																
1. Assist students in registration	139	34	29	23	9	4	1	1	-	-	-	6	10	84	83	17
2. Obtain previous (school/ employer) records for new students	69	84	12	2	1	1	-	-	-	-	-	16	29	55	82	19
3. Prepare class rosters	68	76	21	2	1	-	-	1	-	-	-	7	24	69	86	14
4. Record pupil attendance	50	80	14	4	1	2	-	-	-	-	-	8	16	76	94	6
5. Prepare/maintain student records	111	47	20	13	5	4	4	2	2	2	2	4	10	87	92	8
6. Assist with placement tests	44	83	11	3	2	1	-	-	-	-	1	18	32	50	68	32
7. Collect/record time cards	49	77	13	6	3	1	1	-	-	-	-	8	18	74	79	21
8. Type grade reports	58	78	10	9	2	1	-	-	-	1	-	10	22	67	79	21

E-4

Table 4.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

SECRETARIAL

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
H. MAINTAINING AND PROCESSING OPERATING AND ADMINISTRATIVE RECORDS		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. Record daily employee attendance/time card data	63	75	18	6	1	-	-	-	-	-	-	16	14	70	78	22
2. Prepare/maintain personnel records	75	74	16	7	1	2	-	-	1	-	-	5	21	73	78	22
3. Maintain/type travel expense records	96	72	23	4	1	-	-	-	-	-	-	19	28	53	82	18
4. Maintain library records	8	98	2	-	-	-	-	-	-	-	-	13	87	-	78	22
5. Maintain inventory of office supplies/equipment	57	81	12	6	-	1	-	-	-	-	-	14	32	54	74	26
6. Maintain school equipment inventory	29	93	4	2	1	-	1	-	-	-	-	10	17	72	81	19
7. Collect/compile data for governmental and other reports/surveys	86	73	21	3	1	1	-	-	-	1	-	7	26	67	84	16
8. Process accident reports	39	94	3	2	-	-	-	-	-	-	-	10	36	54	65	35
9. Maintain insurance records	42	89	8	3	-	-	-	-	-	-	-	12	36	52	68	32
10. Monitor office/departmental budgets	47	84	12	3	1	-	-	-	-	-	-	9	21	70	84	16
11. Monitor institutional budget	17	95	4	2	-	-	-	-	-	-	-	-	12	88	94	6
I. RECEIVING AND DISBURSING FUNDS																
1. Draft budget estimates	25	92	8	1	-	-	-	-	-	-	-	8	20	72	65	35
2. Manage petty cash account	28	90	7	2	1	-	-	-	-	-	-	21	14	64	79	20
3. Process check or cash payment/issue receipts	70	69	15	8	5	2	1	-	-	-	-	6	10	84	81	18
4. Prepare/make bank deposits	44	85	7	4	2	1	-	1	1	-	-	16	11	73	81	18
5. Check accuracy/completeness of expense reports	44	88	10	2	1	-	-	-	-	-	-	16	9	75	84	15
6. Compile/verify data for preparation of payroll	71	71	20	5	2	1	-	-	-	-	-	3	3	94	82	17
7. Prepare payroll statements	40	86	12	2	-	1	-	-	-	-	-	3	10	88	86	13
8. Write/process checks (payroll and other)	14	96	3	1	-	-	-	-	-	-	-	14	14	71	72	27

Table 4.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

SECRETARIAL

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
9. Distribute payroll	55	X 88	X 9	X 2	X 1	X -	X -	X -	X -	X -	X -	X 11	X 13	X 76	X 79	X 21
10. Balance cash accounts/ reconcile bank statements	17	93	4	3	-	-	-	-	-	-	-	12	6	82	81	19
11. Process accounts receivable invoices	23	92	5	1	1	1	-	-	-	-	-	13	4	83	82	18
12. Process accounts payable invoices	26	89	6	2	2	1	-	1	-	-	-	4	12	85	80	20
13. Process insurance claims reports	17	97	2	1	1	-	-	-	-	-	-	12	47	41	50	50
J. ACCOUNTING/BOOKKEEPING																
1. Journalize receipts	19	93	3	2	2	1	-	-	-	-	-	11	26	63	89	11
2. Journalize disbursements	11	96	2	2	-	-	-	-	-	-	-	9	27	64	90	10
3. Post receipts to general ledger	13	95	3	2	-	-	-	-	-	-	-	23	23	54	76	23
4. Post disbursements to general ledger	13	95	3	2	-	1	-	-	-	-	-	8	23	69	92	8
5. Balance accounts	13	88	6	5	1	-	1	-	-	-	-	3	14	83	68	31
6. Prepare financial statements	29	93	6	1	-	1	-	-	-	-	-	11	32	58	83	17
7. Compile data and prepare financial reports/payments to governmental agencies	19	91	4	4	-	1	-	-	-	-	-	4	24	72	80	20
8. Prepare administrative/ financial reports	25	96	3	1	1	-	-	-	-	-	-	4	24	72	81	19
9. Maintain student activity accounts	24	95	2	3	-	-	-	-	-	-	-	8	23	69	69	31
10. Maintain special school accounts	13	94	3	2	1	-	-	-	-	-	-	-	27	73	79	21
11. Maintain student accounts (CETA, Voc. Rehab, etc.)	15	87	4	4	1	2	1	1	-	-	-	-	10	90	82	19
12. Maintain special program accounts (e.g., Quick Start)	14	95	2	2	2	-	-	-	-	-	-	-	14	86	92	8

Table 4.F

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

CLERICAL

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
A. ORGANIZING/PLANNING/COORDINATING		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. Schedule appointments	18	82	12	6	-	-	-	-	-	-	-	17	56	28	71	29
2. Arrange conferences/meetings/ special school functions	13	89	8	3	-	-	-	-	-	-	-	8	69	23	81	18
3. Arrange equipment at meetings	7	96	5	-	-	-	-	-	-	-	-	14	43	43	20	80
4. Notify/remind participants of meetings	18	84	9	7	-	-	-	-	-	-	-	6	56	39	73	27
5. Make travel arrangements	7	99	2	-	-	-	-	-	-	-	-	43	43	14	60	40
6. Organize guided tours for visitors	5	96	3	-	2	-	-	-	-	-	-	20	40	40	75	25
7. Notify/remind clients of class cancellation	11	94	6	-	-	-	-	-	-	-	-	-	36	64	78	22
8. Organize/maintain book store	13	80	7	6	2	2	2	2	-	-	-	15	15	69	64	36
B. SUPERVISING AND IMPLEMENTING																
1. Interview/test applicants for office employment	1	98	-	2	-	-	-	-	-	-	-	100	-	-	100	-
2. Orient employees/demonstrate equipment use and office procedures	14	91	6	3	-	-	-	-	-	-	-	57	29	14	33	67
3. Plan/schedule work assignments	7	97	2	2	-	-	-	-	-	-	-	29	43	29	57	43
4. Monitor/audit/supervise the work of office personnel	3	74	2	3	-	-	-	21	-	-	-	33	67	-	-	100
5. Meet with administrators/ supervisors to procure decisions/directions	16	83	9	6	3	-	-	-	-	-	-	19	31	50	80	20
6. Compose administrative orders/written directions	7	92	2	5	-	-	-	-	2	-	-	29	29	43	57	43
7. Supervise maintenance of equipment/supplies	11	92	6	2	-	-	-	-	-	-	-	36	18	46	64	36

Table 4.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION
CLERICAL

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
8. Secure quotations/prepare requests for supplies/equipment	21	76	18	6	-	-	-	-	-	-	-	10	33	57	78	22
C. RECEIVING AND COMMUNICATING																
1. Perform errands	46	40	27	15	15	3	-	-	-	-	-	46	44	11	68	33
2. Greet/direct visitors	44	38	27	24	3	3	2	-	3	-	-	2	30	68	82	18
3. Answer students' inquiries	49	21	24	21	17	11	2	5	-	-	-	4	29	67	76	24
4. Answer staff's inquiries	40	47	29	17	3	5	-	-	-	-	-	7	40	53	68	32
5. Place phone calls for members of staff	31	61	20	15	3	-	2	-	-	-	-	16	45	39	68	32
6. Receive/direct telephone calls	56	17	15	20	15	6	8	6	9	2	3	4	25	71	86	14
7. Distribute telephone memoranda/messages	43	38	24	8	3	2	2	-	-	-	-	16	28	56	81	19
8. Assist substitute teachers (receive/issue directions, etc.)	8	88	8	3	2	-	-	-	-	-	-	25	38	38	38	63
9. Receive information for/make PA System announcements	16	79	14	3	2	2	2	-	-	-	-	19	31	50	79	21
10. Maintain telephone log	12	94	2	5	-	-	-	-	-	-	-	8	53	33	55	46
D. HANDLING MAIL																
1. Compile/maintain mailing lists	16	77	14	5	2	2	-	-	-	-	-	19	50	31	75	25
2. Process outgoing mail/packages	30	68	18	9	5	-	-	-	-	-	-	17	37	47	79	21
3. Prepare mass mailings	14	83	12	2	2	2	-	-	-	-	-	21	57	21	73	27
4. Receive/distribute mail/deliveries	30	58	14	17	5	7	-	-	-	-	-	13	47	40	77	23
E. CLERICAL ACTIVITIES																
1. Clean/maintain office equipment	28	68	12	18	-	2	-	-	-	-	-	43	21	36	62	39
2. Operate ditto/mimeograph	17	82	5	5	2	-	2	-	3	2	2	18	29	53	87	13

Table 4.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

CLERICAL

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-41	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
3. Operate photocopier	49	34	20	24	11	5	5	-	2	-	-	18	39	43	81	19
4. Collate duplicated items	30	61	17	15	3	3	-	2	-	-	-	20	43	37	88	13
5. Staple materials	43	45	29	20	5	-	2	-	-	-	-	33	47	21	71	29
6. Fold/bind printed materials	21	73	18	6	2	2	-	-	-	-	-	14	57	29	75	25
7. Prepare audio-visual materials (transparencies, tape recordings etc.)	11	92	6	2	-	-	-	-	-	-	-	18	46	36	0	100
8. Prepare/process purchase orders/requisitions	33	53	21	17	4	3	-	2	-	-	-	24	27	49	77	23
9. Receive incoming supplies/ notify vendors regarding shortages	21	77	17	3	-	3	-	-	-	-	-	19	24	57	74	26
10. Fill supply requests	12	89	6	5	-	-	-	-	-	-	-	17	25	58	67	33
11. Organize/manage/update file system	41	45	26	26	2	2	-	-	-	-	-	5	39	56	92	8
12. File/retrieve materials	48	36	27	24	9	2	-	2	-	-	-	6	38	56	88	12
13. Maintain clippings file	5	100	-	-	-	-	-	-	-	-	-	20	80	-	75	25
14. Sell/distribute books/ supplies	16	80	5	7	-	5	2	2	-	-	-	13	6	81	79	21
15. Prepare/process evaluation reports	4	94	2	5	-	-	-	-	-	-	-	50	25	25	100	-
16. Assemble informational packets	21	85	11	5	-	-	-	-	-	-	-	24	57	19	68	32
17. Grade tests	4	91	6	-	-	2	-	-	2	-	-	-	25	75	25	75
F. STENOGRAPHIC																
1. Take minutes of meetings	2	99	-	-	2	-	-	-	-	-	-	50	50	-	50	50
2. Take dictation	7	92	5	3	-	-	-	-	-	-	-	43	29	29	86	14
3. Type letters/memoranda	45	32	18	27	12	3	2	5	2	-	-	4	36	60	90	10
4. Type reports/manuscripts	29	62	17	11	6	5	-	-	-	-	-	7	48	45	96	4
5. Type lists	35	61	26	11	-	3	-	-	-	-	-	11	51	37	97	3
6. Type tests/instructional materials	23	64	7	18	2	2	2	6	-	-	-	13	30	57	85	15
7. Type newsletters/news releases	10	94	5	2	-	-	-	-	-	-	-	-	50	50	100	-

Table 4.E

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

CLERICAL

FUNCTION/Task	N	Percentage of Time Spent											Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-41	41-50	51-100	L	M	V	Yes	No	
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
8. Type graphs/charts/tables	19	82	14	5	-	-	-	-	-	-	-	16	53	32	82	18	
9. Type pre-printed forms	34	61	24	11	2	3	-	-	-	-	-	15	56	29	93	7	
10. Type accounting statements/ analyses/summaries	5	96	3	2	-	-	-	-	-	-	-	20	40	40	67	33	
11. Type addresses (envelopes/ labels)	42	42	36	15	3	2	2	-	-	-	-	21	38	41	81	19	
12. Type minutes of meetings	11	90	6	5	-	-	-	-	-	-	-	36	55	9	70	30	
13. Maintain/distribute minutes of meetings	6	93	7	-	-	-	-	-	-	-	-	33	50	17	100	-	
14. Maintain policy manuals/ handbooks	11	91	5	5	-	-	-	-	-	-	-	27	46	27	80	20	
15. Proofread/correct copy	33	59	23	14	3	2	-	-	-	-	-	9	36	55	86	14	
16. Compose correspondence	16	80	11	7	2	-	-	-	-	-	-	6	69	25	79	21	
17. Compile data for/compose/ prepare reports	15	82	11	6	-	2	-	-	-	-	-	13	40	47	77	23	
18. Collect/compile materials/ information for assigned administrator(s)	20	79	15	6	-	-	-	-	-	-	-	5	65	30	68	32	
19. Act as notary public	1	100	-	-	-	-	-	-	-	-	-	100	-	-	-	100	
G. MAINTAINING AND PROCESSING STUDENT RECORDS																	
1. Assist students in registration	31	59	17	15	3	-	2	-	3	2	-	7	23	71	67	33	
2. Obtain previous (school/ employer) records for new students	6	94	3	3	-	-	-	-	-	-	-	33	33	33	50	50	
3. Prepare class rosters	15	82	12	5	-	2	-	-	-	-	-	33	20	47	92	8	
4. Record pupil attendance	16	78	8	11	-	-	2	2	-	-	-	-	38	63	88	13	
5. Prepare/maintain student records	24	61	11	9	5	6	2	3	2	3	-	4	21	75	91	9	
6. Assist with placement tests	4	92	3	2	3	-	-	-	-	-	-	-	75	25	100	-	
7. Collect/record time cards	7	92	3	-	-	-	2	-	2	2	-	43	14	43	71	29	
8. Type grade reports	9	89	5	5	2	-	-	-	-	-	-	22	22	56	75	25	

E-10

Table 4.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

CLERICAL

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-41	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
H. MAINTAINING AND PROCESSING OPERATING AND ADMINISTRATIVE RECORDS																
1. Record daily employee attendance/time card data	7	96	5	-	-	-	-	-	-	-	-	14	43	43	67	33
2. Prepare/maintain personnel records	2	94	3	3	-	-	-	-	-	-	-	20	40	40	100	-
3. Maintain/type travel expense records	15	85	9	5	-	2	-	-	-	-	-	27	40	33	60	40
4. Maintain library records	10	100	-	-	-	-	-	-	-	-	-	20	40	40	60	40
5. Maintain inventory of office supplies/equipment	12	88	6	5	2	-	-	-	-	-	-	8	42	50	64	36
6. Maintain school equipment inventory	8	94	5	2	-	-	-	-	-	-	-	13	50	38	71	29
7. Collect/compile data for governmental and other reports/ surveys	13	88	5	2	2	-	2	2	2	-	-	8	31	62	100	-
8. Process accident reports	6	96	3	2	-	-	-	-	-	-	-	-	50	50	80	20
9. Maintain insurance records	5	96	3	2	-	-	-	-	-	-	-	-	60	40	67	33
10. Monitor office/departmental budgets	2	99	2	-	-	-	-	-	-	-	-	-	-	100	100	-
11. Monitor institutional budget	3	100	-	-	-	-	-	-	-	-	-	-	33	67	100	-
I. RECEIVING AND DISBURSING FUNDS																
1. Draft budget estimates	3	97	-	2	2	-	-	-	-	-	-	-	-	100	100	-
2. Manage petty cash account	7	92	2	5	2	-	-	-	-	-	-	29	-	71	67	33
3. Process check or cash payment/issue receipts	22	74	6	11	3	3	2	2	-	-	-	-	23	77	90	11
4. Prepare/make bank deposits	10	88	2	3	3	3	-	2	-	-	-	20	10	70	67	33
5. Check accuracy/completeness of expense reports	8	94	5	2	-	-	-	-	-	-	-	-	25	75	86	14
6. Compile/verify data for preparation of payroll	8	92	6	2	-	-	-	-	-	-	-	13	13	75	83	17
7. Prepare payroll statements	5	94	5	2	-	-	-	-	-	-	-	20	40	40	100	-

Table 4.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

CLERICAL

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-41	41-50	51-100	L	M	V	Yes	No
8. Write/process checks (payroll and other)	5	97	3	-	-	-	-	-	-	-	-	20	20	60	67	33
9. Distribute payroll	8	93	7	-	-	-	-	-	-	-	-	13	25	63	57	43
10. Balance cash accounts/reconcile bank statements	6	94	2	3	-	2	-	-	-	-	-	-	17	83	60	40
11. Process accounts receivable invoices	5	94	5	2	-	-	-	-	-	-	-	-	20	80	60	40
12. Process accounts payable invoices	4	96	3	-	-	2	-	-	-	-	-	-	25	75	67	33
13. Process insurance claims reports	4	96	3	2	-	-	-	-	-	-	-	-	50	50	67	33
J. ACCOUNTING/BOOKKEEPING																
1. Journalize receipts	8	94	2	5	-	-	-	-	-	-	-	-	25	75	86	14
2. Journalize disbursements	5	96	3	2	-	-	-	-	-	-	-	-	40	60	75	25
3. Post receipts to general ledger	10	91	5	3	-	2	-	-	-	-	-	-	30	70	87	12
4. Post disbursements to general ledger	7	92	5	2	-	2	-	-	-	-	-	-	43	57	80	20
5. Balance accounts	8	91	6	3	-	-	-	-	-	-	-	-	13	88	86	14
6. Prepare financial statements	6	96	2	3	-	-	-	-	-	-	-	-	-	100	100	-
7. Compile data and prepare financial reports/payments to governmental agencies	3	94	5	-	2	-	-	-	-	-	-	-	-	100	100	-
8. Prepare administrative/financial reports	4	94	5	-	2	-	-	-	-	-	-	-	-	100	100	-
9. Maintain student activity accounts	2	97	2	-	-	2	-	-	-	-	-	-	50	50	50	50
10. Maintain special school accounts	5	91	3	6	-	-	-	-	-	-	-	-	40	60	80	20
11. Maintain student accounts (CETA, Voc. Rehab., etc.)	11	86	3	6	3	2	-	-	-	-	-	18	9	73	73	67
12. Maintain special program accounts (e.g., Quick Start)	1	98	2	-	-	-	-	-	-	-	-	-	-	100	-	100

Table 4.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION
ACCOUNTING

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
A. ORGANIZING/PLANNING/COORDINATING		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. Schedule appointments	6	93	5	2	-	-	-	-	-	-	-	83	-	17	100	-
2. Arrange conferences/meetings/ special school functions	4	98	2	-	-	-	-	-	-	-	-	75	25	-	100	-
3. Arrange equipment at meetings	41	100	-	-	-	-	-	-	-	-	-	34	34	32	44	56
4. Notify/remind participants of meetings	8	93	5	2	-	-	-	-	-	-	-	63	38	-	57	43
5. Make travel arrangements	3	100	-	-	-	-	-	-	-	-	-	67	-	33	67	33
6. Organize guided tours for visitors	1	100	-	-	-	-	-	-	-	-	-	100	-	-	100	-
7. Notify/remind clients of class cancellation	3	100	-	-	-	-	-	-	-	-	-	100	-	-	100	-
8. Organize/maintain book store	6	82	5	2	9	-	-	2	-	-	-	33	33	33	60	40
B. SUPERVISING AND IMPLEMENTING																
1. Interview/test applicants for office employment	1	98	2	-	-	-	-	-	-	-	-	-	-	100	100	-
2. Orient employees/demonstrate equipment use and office procedures	8	93	5	-	2	-	-	-	-	-	-	50	25	25	63	38
3. Plan/schedule work assignments	4	91	5	2	-	2	-	-	-	-	-	25	25	50	50	50
4. Monitor/audit/supervise the work of office personnel	3	86	2	5	-	5	2	-	-	-	-	-	-	100	100	-
5. Meet with administrators/ supervisors to procure decisions/directions	17	68	23	5	2	2	-	-	-	-	-	18	12	71	72	28
6. Compose administrative orders/written directions	6	89	9	2	-	-	-	-	-	-	-	17	33	50	83	17
7. Supervise maintenance of equipment/supplies	4	98	-	2	-	-	-	-	-	-	-	25	75	-	50	50

Table 4.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

ACCOUNTING

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
8. Secure quotations/prepare requests for supplies/equipment	16	68	16	5	2	7	-	-	2	-	-	19	25	56	93	7
C. RECEIVING AND COMMUNICATING																
1. Perform errands	18	71	11	14	2	2	-	-	-	-	-	39	44	17	59	41
2. Greet/direct visitors	21	73	14	7	2	5	-	-	-	-	-	14	48	38	58	42
3. Answer students' inquiries	24	68	16	11	-	5	-	-	-	-	-	33	38	29	43	57
4. Answer staff's inquiries	28	39	39	18	5	-	-	-	-	-	-	7	50	43	60	40
5. Place phone calls for members of staff	7	91	9	-	-	-	-	-	-	-	-	29	43	29	71	29
6. Receive/direct telephone calls	28	35	36	14	9	2	2	2	-	-	-	21	21	57	62	39
7. Distribute telephone memoranda/messages	18	75	18	5	2	-	-	-	-	-	-	33	39	28	60	40
8. Assist substitute teachers (receive/issue directions, etc.)	3	100	-	-	-	-	-	-	-	-	-	33	67	-	-	100
9. Receive information for/make PA System announcements	5	96	2	2	-	-	-	-	-	-	-	40	60	-	33	67
10. Maintain telephone log	10	75	7	2	2	14	-	-	-	-	-	20	60	20	78	22
D. HANDLING MAIL																
1. Compile/maintain mailing lists	5	100	-	-	-	-	-	-	-	-	-	20	60	20	80	20
2. Process outgoing mail/packages	23	68	18	9	5	-	-	-	-	-	-	30	30	39	64	36
3. Prepare mass mailings	8	93	5	2	-	-	-	-	-	-	-	25	63	13	63	38
4. Receive/distribute mail/deliveries	16	73	14	9	5	-	-	-	-	-	-	31	31	38	60	40
E. CLERICAL ACTIVITIES																
1. Clean/maintain office equipment	11	93	7	-	-	-	-	-	-	-	-	64	18	18	46	55
2. Operate ditto/mimeograph	5	98	2	-	-	-	-	-	-	-	-	40	60	-	17	83

Table 4.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

ACCOUNTING

FUNCTION/Task	N	Percentage of Time Spent											Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No	
3. Operate photocopier	29	41	30	25	5	-	-	-	-	-	-	35	38	28	68	32	
4. Collate duplicated items	16	73	27	-	-	-	-	-	-	-	-	31	44	25	50	50	
5. Staple materials	19	71	30	-	-	-	-	-	-	-	-	58	32	11	56	44	
6. Fold/bind printed materials	7	96	5	-	-	-	-	-	-	-	-	43	57	-	-	100	
7. Prepare audio-visual materials (transparencies, tape recordings, etc.)	1	100	-	-	-	-	-	-	-	-	-	-	-	-	-	100	
8. Prepare/process purchase orders/requisitions	24	48	16	9	14	5	-	2	7	-	-	4	13	83	81	19	
9. Receive incoming supplies/ notify vendors regarding shortages	19	68	16	11	5	-	-	-	-	-	-	11	26	63	76	24	
10. Fill supply requests	7	86	9	5	-	-	-	-	-	-	-	29	29	43	100	-	
11. Organize/manage/update file system	25	61	32	5	2	-	-	-	-	-	-	12	32	56	80	20	
12. File/retrieve materials	23	52	30	14	2	2	-	-	-	-	-	17	35	48	83	17	
13. Maintain clippings file	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	100	
14. Sell/distribute books/supplies	12	74	11	11	2	2	-	-	-	-	-	42	-	58	46	55	
15. Prepare/process evaluation reports	5	93	7	-	-	-	-	-	-	-	-	20	20	60	80	20	
16. Assemble informational packets	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
17. Grade tests	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
F. STENOGRAPHIC																	
1. Take minutes of meetings	1	98	2	-	-	-	-	-	-	-	-	-	-	100	100	-	
2. Take dictation	1	98	2	-	-	-	-	-	-	-	-	100	-	-	100	-	
3. Type letters/memoranda	24	61	30	9	-	-	-	-	-	-	-	21	42	38	79	21	
4. Type reports/manuscripts	11	77	13	10	-	-	-	-	-	-	-	9	36	55	91	9	
5. Type lists	11	89	7	5	-	-	-	-	-	-	-	9	27	64	82	18	
6. Type tests/instructional materials	1	98	2	-	-	-	-	-	-	-	-	100	-	-	100	606	

Table 4.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

ACCOUNTING

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
7. Type newsletters/news releases	-	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8. Type graphs/charts/tables	6	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9. Type pre-printed forms	15	98	2	-	-	-	-	-	-	-	-	33	33	33	67	33
10. Type accounting statements/analyses/summaries	20	75	16	7	2	-	-	-	-	-	-	33	27	60	92	8
11. Type addresses (envelopes/labels)	17	55	34	7	5	-	-	-	-	-	-	15	35	50	95	5
12. Type minutes of meetings	17	68	18	5	5	2	-	-	-	-	-	29	24	47	81	19
13. Maintain/distribute minutes of meetings	1	98	2	-	-	-	-	-	-	-	-	-	100	-	100	-
14. Maintain policy manuals/handbooks	-	98	-	-	2	-	-	-	-	-	-	-	-	-	-	-
15. Proofread/correct copy	9	93	7	-	-	-	-	-	-	-	-	44	22	33	78	22
16. Compose correspondence	7	87	11	-	-	-	2	-	-	-	-	29	29	43	43	57
17. Compile data for/compose/prepare reports	14	80	16	-	2	-	-	-	-	-	-	14	50	36	71	29
18. Collect, compile materials/information for assigned administrator(s)	17	66	23	7	2	-	2	-	-	-	-	12	24	65	100	-
19. Act as notary public	13	68	21	7	2	-	2	-	-	-	-	15	23	62	92	8
	9	82	9	7	2	-	-	-	-	-	-	44	11	44	67	33
G. MAINTAINING AND PROCESSING STUDENT RECORDS																
1. Assist students in registration	15	73	11	7	5	-	5	-	-	-	-	20	7	73	80	20
2. Obtain previous (school/employer) records for new students	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Prepare class rosters	3	96	-	5	-	-	-	-	-	-	-	-	-	100	67	33
4. Record pupil attendance	1	98	-	2	-	-	-	-	-	-	-	-	-	100	100	-
5. Prepare/maintain student records	2	94	2	2	-	-	-	-	-	-	2	-	-	100	100	698

Table 4.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION
ACCOUNTING

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
6. Assist with placement tests	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Collect/record time cards	5	91	7	2	-	-	-	-	-	-	-	-	-	100	100	-
8. Type grade reports	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
H. MAINTAINING AND PROCESSING OPERATING AND ADMINISTRATIVE RECORDS																
1. Record daily employee attendance/time card data	8	89	9	2	-	-	-	-	-	-	-	13	25	63	100	-
2. Prepare/maintain personnel records	7	94	2	2	-	2	-	-	-	-	-	14	29	57	100	-
3. Maintain/type travel expense records	19	73	23	5	-	-	-	-	-	-	-	32	21	47	95	5
4. Maintain library records	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Maintain inventory of office supplies/equipment	10	91	9	-	-	-	-	-	-	-	-	20	30	50	100	-
6. Maintain school equipment inventory	7	94	2	2	-	-	2	-	-	-	-	29	14	57	86	14
7. Collect/compile data for governmental and other reports/surveys	20	64	32	2	2	-	-	-	-	-	-	5	35	60	100	-
8. Process accident reports	6	96	5	-	-	-	-	-	-	-	-	33	33	33	83	17
9. Maintain insurance records	13	82	14	5	-	-	-	-	-	-	-	15	39	46	67	33
10. Monitor office/departmental budgets	15	64	23	7	2	2	2	-	-	-	-	7	20	73	93	7
11. Monitor institutional budget	17	66	23	7	5	-	-	-	-	-	-	12	23	65	100	-
I. RECEIVING AND DISBURSING FUNDS																
1. Draft budget estimates	12	76	11	9	2	2	-	-	-	-	-	8	33	58	75	25
2. Manage petty cash account	18	68	18	7	7	-	-	-	-	-	-	11	22	67	95	5
3. Process check or cash payment/issue receipts	19	32	11	23	11	9	-	-	14	-	-	-	21	79	95	5
4. Prepare/make bank deposits	24	46	23	16	7	7	2	-	-	-	-	-	17	83	87	13

Table 4.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JO'S DESCRIPTION
ACCOUNTING

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
5. Check accuracy/completeness of expense reports	16	60	21	9	-	-	-	-	-	-	-	6	6	88	94	6
6. Compile/verify data for preparation of payroll	22	50	23	18	7	-	2	-	-	-	-	-	9	91	95	5
7. Prepare payroll statements	11	73	11	7	7	-	2	-	-	-	-	-	-	100	90	10
8. Write/process checks (payroll and other)	22	46	11	23	9	5	2	5	-	-	-	-	91	9	100	-
9. Distribute payroll	16	80	14	7	-	-	-	-	-	-	-	13	13	75	80	20
10. Balance cash accounts/reconcile bank statements	15	50	18	25	5	2	-	-	-	-	-	-	13	87	100	-
11. Process accounts receivable invoices	15	66	9	21	2	-	-	2	-	-	-	7	13	80	94	6
12. Process accounts payable invoices	31	33	11	27	11	7	7	2	2	-	-	3	10	87	100	-
13. Process insurance claims reports	4	89	11	-	-	-	-	-	-	-	-	-	50	50	80	20
E-18																
14. ACCOUNTING/BOOKKEEPING																
1. Journalize receipts	17	50	16	9	18	5	2	-	-	-	-	-	12	88	94	5
2. Journalize disbursements	22	39	18	11	23	9	-	-	-	-	-	9	9	82	100	-
3. Post receipts to general ledger	19	39	23	18	7	9	5	-	-	-	-	-	11	90	100	-
4. Post disbursements to general ledger	23	32	27	11	9	21	-	-	-	-	-	-	4	96	96	4
5. Balance accounts	27	12	18	21	23	7	5	14	-	-	-	4	4	93	100	-
6. Prepare financial statements	23	39	41	16	5	-	-	-	-	-	-	-	-	100	100	-
7. Compile data and prepare financial reports/payments to governmental agencies	23	41	34	16	2	5	2	-	-	-	-	-	17	83	100	-
8. Prepare administrative/financial reports	22	39	30	27	2	2	-	-	-	-	-	-	4	96	100	-
9. Maintain student activity accounts	18	64	18	11	2	5	-	-	-	-	-	17	28	56	100	-

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT, IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

FUNCTION/Task	N	Percentage of Time Spent											Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No	
10. Maintain special school accounts	17	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
11. Maintain student accounts (CETA, Voc. Rehab., etc.)	17	68	21	5	5	2	-	-	-	-	-	-	6	35	59	100	
12. Maintain special program accounts (e.g., Quick Start)	16	64	18	9	-	2	5	-	2	-	-	-	12	24	65	100	
		61	25	9	5	-	-	-	-	-	-	-	13	44	44	100	

E-19

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APPENDIX F

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Table 5.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

CUSTODIAL

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
A. MAINTAINING GROUNDS		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. Fertilize and seed/plant lawns and gardens	31	85	9	3	1	-	-	-	-	-	-	27	27	47	81	19
2. Cut grass and remove weeds	50	64	6	7	10	3	1	1	2	1	1	14	28	58	88	11
3. Trim trees and shrubbery	36	74	11	9	1	2	1	-	-	-	-	17	42	42	87	12
4. Remove trash/debris from grounds including sidewalks, driveways and parking areas	84	37	11	22	15	7	1	1	1	1	1	10	30	61	87	12
5. Assist in emergency operations created by weather conditions	39	85	4	6	0	1	-	-	1	-	-	15	28	56	94	5
6. Repair fence	5	96	2	-	0	-	-	1	-	-	-	40	40	20	60	40
B. MAINTAINING AND REPAIRING EQUIPMENT AND FACILITIES																
1. Inspect/service/repair mechanical systems/equipment	26	84	10	2	1	-	-	1	-	-	-	8	23	69	83	17
2. Inspect/repair plumbing systems	24	82	12	4	-	-	-	-	-	1	-	8	25	67	95	4
3. Inspect/service/repair electrical systems/equipment	9	94	3	3	-	-	-	1	-	-	-	-	-	100	100	-
4. Inspect/service/repair heating systems	10	93	4	1	-	1	-	-	-	-	-	10	10	80	90	10
5. Fire boiler/tend furnace	13	91	6	1	1	-	-	-	-	-	-	-	8	92	100	-
6. Inspect/service/repair air cooling systems	20	90	6	1	1	-	-	-	-	-	-	15	15	70	84	16
7. Check and adjust room temperatures	23	88	6	3	1	-	-	1	-	-	-	-	13	87	91	9
8. Replace floor tiles	11	96	3	1	-	-	-	-	-	-	-	29	71	-	46	55
9. Replace ceiling tiles	18	95	1	3	-	-	-	-	-	-	-	22	67	11	88	12
10. Paint walls and trim	16	89	7	1	1	-	-	-	1	-	-	19	50	31	75	25
11. Repair/replace roofing/gutters/downspouts	6	98	1	1	-	-	-	-	-	-	-	17	17	67	67	33

Table 5.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

CUSTODIAL

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
12. Repair/replace flashing and caulking	7	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13. Repair/replace minor cement or concrete construction	8	94	5	-	-	-	-	-	-	-	-	13	50	38	75	25
14. Perform minor carpentry work (repairs/relocations)	13	94	4	-	1	-	-	-	-	-	-	23	54	23	92	8
15. Perform major carpentry work (additions/remodeling, etc.)	2	98	1	-	-	-	1	-	-	-	-	-	-	100	50	50
16. Repair/replace windows	10	95	2	1	-	-	-	-	-	-	-	10	30	60	88	11
17. Repair classroom and office furniture and equipment	30	85	12	1	1	-	-	1	-	-	-	17	20	63	86	14
18. Replace burned-out light bulbs	61	59	25	9	4	-	1	-	-	-	-	18	23	59	87	12
19. Move furniture or equipment as required	86	39	31	15	9	1	1	-	1	-	-	27	30	43	90	10
20. Test/service emergency system (lighting, fire alarm, security, etc.)	14	93	4	2	-	-	-	-	-	-	-	7	14	79	85	15
21. Put up/take down flags	23	82	12	4	-	-	-	-	-	-	-	9	17	74	95	5
C. ORDERING, RECEIVING, ASSEMBLING, PREPARING SUPPLIES & EQUIPMENT																
1. Assist in preparation of maintenance and/or custodial budget	5	96	3	1	-	-	-	-	-	-	-	20	-	80	100	-
2. Drive a school truck or van	25	85	4	3	3	-	1	1	1	-	-	16	36	48	96	4
3. Deliver school supplies to building(s)	32	82	10	6	2	1	-	-	-	-	-	6	41	53	96	4
4. Deliver food supplies to cafeteria	8	93	5	1	1	1	-	-	-	-	-	38	13	50	88	13
5. Load and unload supplies	63	69	18	8	3	1	-	-	-	-	-	18	29	54	88	12
6. Distribute classroom and office supplies	43	75	15	4	2	2	-	2	-	-	-	14	30	56	93	8
7. Assemble new equipment (classroom, office, custodial, maintenance)	40	78	16	5	-	-	-	-	-	-	-	28	38	35	84	16

Table 5.A

**ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION**

CUSTODIAL

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
D. DISPOSING OF RUBBISH AND WASTE MATERIALS		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1. Empty trash and waste baskets and remove to collection area or incinerator	115	13	7	15	28	21	4	3	4	1	3	3	14	84	98	2
2. Burn waste paper	4	98	-	1	1	-	-	-	-	-	-	25	-	75	100	-
3. Remove lunchroom garbage to collection area or incinerator	29	80	7	7	3	1	1	1	-	-	-	7	7	86	96	4
4. Burn lunchroom garbage in incinerator	5	98	1	1	-	-	-	-	-	-	-	-	20	80	60	40
5. Remove ashes from furnace	5	99	1	-	-	-	-	-	-	-	-	-	-	100	75	25
E. CLEANING AND MAINTAINING FIXED SURFACES																
1. Sweep/dry mop/vacuum hall floors	99	24	12	17	22	15	2	4	1	-	-	6	18	76	94	6
2. Scrub/wet mop/shampoo hall floors	79	41	19	20	13	5	1	-	1	-	-	4	22	75	96	4
3. Strip/seal/wax/buff hall floors	66	49	23	20	6	2	1	-	-	-	-	7	18	74	98	1
4. Sweep/dry mop/vacuum classroom floors	91	27	8	13	14	18	7	7	3	1	-	6	13	81	97	3
5. Scrub/wet mop/shampoo classroom floors	81	36	23	21	9	9	1	1	-	-	-	8	21	75	99	1
6. Strip/seal/wax/buff classroom floors	62	51	21	22	4	1	-	1	-	-	-	2	19	79	97	3
7. Sweep/dry mop/vacuum cafeteria floor	34	75	9	8	8	-	-	-	-	-	-	9	18	74	97	3
8. Scrub/wet mop/shampoo cafeteria floor	32	80	9	5	4	-	-	-	-	-	-	9	16	75	97	3
9. Strip/seal/wax/buff cafeteria floor	24	88	9	2	1	-	-	-	-	-	-	4	17	79	100	-
10. Sweep/dry mop/vacuum auditorium and stage floor	12	95	3	-	-	2	-	-	-	-	-	17	33	50	100	-

Table 5.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

CUSTODIAL

FUNCTION/Task	N	Percentage of Time Spent											Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No	
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
11. Scrub/wet mop/shampoo auditorium and stage floor	5	98	1	1	-	-	-	-	-	-	-	-	60	40	80	20	
12. Sweep/dry mop gymnasium floor	4	98	1	-	-	1	-	-	-	-	-	50	50	-	100	-	
13. Scrub/strip/seal gymnasium floor	2	97	-	2	-	-	-	1	-	-	-	-	50	50	100	-	
14. Wet mop/scrub and disinfect kitchen floor	14	89	5	3	1	1	-	1	-	-	-	-	-	100	100	-	
15. Sweep/dry mop/vacuum stairways	41	70	12	9	7	1	-	-	-	-	-	5	17	78	97	3	
16. Scrub/wet mop/shampoo stairways	28	83	8	4	4	1	-	-	-	-	-	11	18	71	96	4	
17. Strip/seal stairways	7	94	4	2	-	-	-	-	-	-	-	-	29	71	100	-	
18. Wash walls	79	57	28	12	2	1	-	-	-	-	-	18	25	57	97	3	
19. Remove marks/substances from surfaces	87	55	21	16	5	-	-	2	-	-	-	14	32	54	96	4	
20. Wash windows	81	48	33	12	5	1	-	-	1	-	-	10	37	53	96	4	
21. Wash/polish door glass	73	52	29	15	2	2	-	-	-	-	-	10	34	56	96	5	
22. Clean window sills	67	61	25	10	2	1	-	-	-	-	-	14	27	59	97	3	
23. Clean furnace room	34	86	10	2	1	-	-	-	-	-	-	21	21	57	94	6	
F. CLEANING AND MAINTAINING FURNITURE, FIXTURES, AND EQUIPMENT																	
1. Clean restrooms including commodes, urinals, sinks, floors, mirrors, etc. (mop/scrub, disinfect, fungus spray, etc.)	108	18	4	9	24	27	7	5	4	1	-	-	10	89	99	1	
2. Clean locker rooms including floors, benches, fountains, etc. (mop/scrub, disinfect, fungus spray)	15	88	4	4	4	-	-	1	-	-	-	27	-	73	100	-	
3. Clean shower rooms including floors, commodes, urinals, sinks, fountains, mirrors, etc. (mop/scrub, disinfect, fungus spray)	19	87	4	2	6	-	-	-	-	1	-	-	26	74	100	-	

Table 5.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

CUSTODIAL

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	I	M	V	Yes	No
4. Clean office areas (floors, drapes, shades, blinds, etc.)	74	46	11	11	16	9	4	1	1	-	-	4	24	71	99	1
5. Clean shelving	46	70	20	8	1	1	-	-	-	-	-	22	33	46	89	11
6. Clean chalk boards and chalk trays	66	60	17	14	3	3	-	1	-	-	-	15	33	50	92	8
7. Clean classroom furniture	56	63	18	8	9	1	-	-	-	-	-	1	38	60	98	2
8. Clean cafeteria tables and seats	19	88	3	4	4	-	1	-	-	-	-	6	11	83	90	11
9. Clean auditorium seats	9	96	2	1	1	-	-	-	-	-	-	22	-	78	100	-
10. Clean gymnasium bleachers	8	98	2	-	-	-	-	-	-	-	-	-	80	20	63	38
11. Clean drinking fountains	71	55	19	14	9	2	-	-	-	-	-	6	11	83	95	5
12. Polish metal fixtures and hardware	39	77	19	2	2	-	-	-	-	-	-	23	23	54	95	5
13. Clean window shades/venetian blinds	64	61	27	9	2	-	-	-	-	-	-	8	30	63	94	6
14. Clean lighting fixtures	39	77	15	8	-	-	-	-	-	-	-	10	39	51	97	3
15. Clean lockers	12	94	2	3	1	-	-	-	-	-	-	8	25	67	81	18
G. SUPERVISING AND COORDINATING																
1. Interview prospective employees	8	98	2	-	-	-	-	-	-	-	-	25	-	75	86	14
2. Conduct orientation program for new custodians	10	96	4	-	-	-	-	-	-	-	-	10	30	60	87	12
3. Prepare work schedules and assign personnel	7	96	2	2	1	-	-	-	-	-	-	14	-	86	100	-
4. Schedule/orient substitute custodians	4	99	2	-	-	-	-	-	-	-	-	-	-	100	75	25
5. Conduct inservice training programs	3	98	2	-	-	1	-	-	-	-	-	-	-	100	100	-
6. Prepare custodial and maintenance budget	3	100	-	-	-	-	-	-	-	-	-	-	-	100	100	-
7. Prepare specifications for supplies and equipment	6	97	2	-	1	-	-	-	-	-	-	-	-	100	83	17
8. Order custodial and maintenance supplies and equipment	17	93	5	1	1	-	-	-	-	-	-	-	12	88	100	-

Table 5.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

CUSTODIAL

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
9. Maintain inventory control for custodial and maintenance supplies and equipment	20	94	4	1	-	-	-	1	-	-	-	-	30	70	100	-
10. Evaluate the durability of cleaning agents, waxes, paper products, and other products used in the cleaning process	12	97	3	-	-	-	-	-	-	-	-	-	33	67	91	9
11. Prepare written directions for care and maintenance of floors, walls, ceilings, windows, lavatories, etc.	8	95	4	1	1	-	-	-	-	-	-	-	-	100	100	-
12. Establish a schedule of repairs replacements, remodeling, or other changes in building(s) or grounds for short term or long term planning	4	97	2	1	-	-	-	-	-	-	-	25	-	75	88	13
13. Develop and maintain energy conservation program	5	99	1	-	-	-	-	-	-	-	-	25	25	50	71	29
14. Inspect school building(s) and property	20	92	6	1	-	-	-	1	-	-	-	-	39	62	91	9
15. Review and enforce safety standards (OSHA, State, local)	7	96	4	1	-	-	-	-	-	-	-	-	11	89	71	29
16. Interact with heating, plumbing, electrical, etc. contractors	6	98	1	1	-	-	-	-	-	-	-	25	38	38	88	13
17. Meet with insurance representatives and State and local inspectors	6	98	2	-	-	-	-	-	-	-	-	-	38	63	83	17
18. Supervise the receiving and distribution of building supplies and equipment	11	96	2	2	-	-	-	-	-	-	-	-	75	25	75	25
19. Process and file accident reports	2	99	1	-	-	-	-	-	-	-	-	-	100	-	100	-
20. Demonstrate procedures	4	99	1	-	-	-	-	-	-	-	-	-	-	100	100	-

Table 5.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

CUSTODIAL

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
H. MAINTAINING BUILDING SECURITY		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1. Determine that windows/doors are closed and locked at the end of each work day and/or when area is not in use.	42	68	10	12	8	1	1	-	-	-	-	9	2	93	97	3
2. Determine that classrooms, offices, or special areas are locked at the end of each work day and/or when not in use	31	82	5	10	1	1	-	-	-	-	-	7	-	94	96	4
3. Unlock entrances at beginning of work day and lock them at the end of the work day	29	80	8	5	6	1	-	-	-	-	-	-	-	100	96	4
4. Monitor unauthorized personnel in building	10	95	4	1	-	-	-	-	-	-	-	-	-	100	100	-
5. Maintain order and security in building and on school grounds	9	96	2	1	1	-	-	-	-	-	-	-	-	100	89	11
6. Enforce school rules and regulations	5	98	2	-	-	-	-	-	-	-	-	20	-	80	80	20
7. Supervise parking of cars for special events	5	96	4	-	-	-	-	-	-	-	-	-	20	80	80	20
I. ACTING AS SECURITY GUARD																
1. Apprehend and restrain violators	1	99	1	-	-	-	-	-	-	-	-	-	-	100	100	-
2. Control traffic at special events	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Coordinate guard functions with other agencies	1	99	1	-	-	-	-	-	-	-	-	-	-	100	100	-
4. Clean, lubricate, and control assigned weapon	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Escort/guard money carriers	1	99	-	1	-	-	-	-	-	-	-	-	-	100	100	-

Table 5.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

CUSTODIAL

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
6. Inspect security/patrol vehicle	-	X 100	X -	X -	X -	X -	X -	X -	X -	X -	X -	X -	X -	X -	X -	X -
7. Investigate minor offenses/incidents	1	99	1	-	-	-	-	-	-	-	-	-	-	100	100	-
8. Make on the spot corrections of minor violations	1	99	-	1	-	-	-	-	-	-	-	-	100	-	100	-
9. Patrol on foot	2	98	1	-	-	1	-	-	-	-	-	-	50	50	50	50
10. Patrol with vehicle	-	99	1	-	-	-	-	-	-	-	-	-	-	-	-	-
11. Protect the scene of accident/incident	1	99	1	-	-	-	-	-	-	-	-	-	100	-	100	-
12. Control locks and keys	3	99	-	1	-	-	-	-	-	-	-	-	-	100	100	-
13. Control personnel/vehicle movement in restricted area	1	99	-	-	1	-	-	-	-	-	-	100	-	-	100	-
14. Detect/report/investigate sabotage incidents	1	99	1	-	-	-	-	-	-	-	-	-	-	100	100	-
15. Detect/report/investigate pilferage incidents	2	100	-	-	-	-	-	-	-	-	-	-	-	100	-	-
16. Guard entry/exit to restricted areas	1	99	-	1	-	-	-	-	-	-	-	-	-	100	100	-
17. Investigate intrusions or emergencies detected by alarms	1	99	1	-	-	-	-	-	-	-	-	100	-	-	-	-
18. Investigate bomb threats	1	99	1	-	-	-	-	-	-	-	-	-	-	100	100	-
19. Search individuals	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20. Search material/cargo	1	99	1	-	-	-	-	-	-	-	-	-	-	100	100	-
21. Monitor mechanical equipment and alarm systems	3	99	1	-	-	-	-	-	-	-	-	33	-	67	-	-
22. Send and receive radio transmissions	1	99	1	-	-	-	-	-	-	-	-	-	-	100	100	-
23. Administer emergency first aid	1	100	-	-	-	-	-	-	-	-	-	-	-	100	100	-
24. Man security control station	1	99	1	-	-	-	-	-	-	-	-	-	-	100	100	-

Table 5.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

MAINTENANCE

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
A. MAINTAINING GROUNDS		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. Fertilize and seed/plant lawns and gardens	19	65	30	4	-	-	-	-	-	-	-	21	42	37	78	22
2. Cut grass and remove weeds	16	58	8	6	4	10	-	8	-	2	-	13	19	69	94	6
3. Trim trees and shrubbery	14	69	21	2	2	4	-	-	-	-	-	21	36	43	100	-
4. Remove trash/debris from grounds including sidewalks, driveways and parking areas	15	56	11	11	11	11	-	-	-	-	-	20	27	53	67	33
5. Assist in emergency operations created by weather conditions	24	69	23	2	2	2	-	-	-	-	-	8	29	63	85	14
6. Repair fence	11	91	4	-	4	-	-	-	-	-	-	36	27	36	91	9
B. MAINTAINING AND REPAIRING EQUIPMENT AND FACILITIES																
1. Inspect/service/repair mechanical systems/equipment	30	32	13	15	4	17	4	10	-	2	-	7	17	77	100	-
2. Inspect/repair plumbing systems	28	39	23	23	6	2	2	2	-	-	-	11	43	46	79	21
3. Inspect/service/repair electrical systems/equipment	26	36	19	21	8	2	2	6	-	-	2	4	31	65	91	9
4. Inspect/service/repair heating systems	22	47	15	13	4	8	2	8	-	-	-	9	14	77	91	9
5. Fire boiler/tend furnace	13	73	4	15	-	6	-	-	-	-	-	15	23	62	85	15
6. Inspect/service/repair air cooling systems	22	47	17	13	2	6	4	6	2	-	-	9	23	68	91	10
7. Check and adjust room temperatures	20	67	17	13	-	2	-	-	-	-	-	20	65	15	85	15
8. Replace floor tiles	14	76	19	4	-	-	-	-	-	-	-	36	43	21	100	-
9. Replace ceiling tiles	24	69	17	8	4	-	-	-	-	-	-	50	33	17	86	14
10. Paint walls and trim	20	58	15	6	4	-	-	4	2	2	6	20	50	30	95	5
11. Repair/replace roofing/gutters/downspouts	18	97	2	-	-	-	-	-	-	-	-	33	22	44	94	6

Table 5.8

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

MAINTENANCE

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
12. Repair/replace flashing and caulking	13	80	15	4	-	-	-	-	-	-	-	39	46	15	100	-
13. Repair/replace minor cement or concrete construction	11	86	8	2	-	2	-	-	-	-	-	36	55	9	82	18
14. Perform minor carpentry work (repairs/relocations)	22	54	21	8	10	-	2	2	-	-	-	59	32	9	100	-
15. Perform major carpentry work (additions/remodeling, etc.)	5	89	4	2	-	-	-	2	-	-	2	40	40	20	100	-
16. Repair/replace windows	21	69	21	2	6	-	-	-	-	-	-	14	52	33	95	5
17. Repair classroom and office furniture and equipment	22	60	21	13	4	-	-	-	-	-	-	32	46	23	91	10
18. Replace burned-out light bulbs	26	43	32	13	6	2	-	2	-	-	-	27	35	39	100	-
19. Move furniture or equipment as required	33	32	36	26	4	-	-	-	-	-	-	49	46	6	84	16
20. Test/service emergency system (lighting, fire alarm, security, etc.)	20	67	21	8	-	2	-	-	-	-	-	25	20	55	77	24
21. Put up/take down flags	5	93	2	4	-	-	-	-	-	-	-	20	40	40	80	20
C. ORDERING, RECEIVING, ASSEMBLING, PREPARING SUPPLIES & EQUIPMENT																
1. Assist in preparation of maintenance and/or custodial budget	5	93	6	-	-	-	-	-	-	-	-	-	-	100	100	-
2. Drive a school truck or van	31	37	22	15	6	6	4	6	-	-	2	45	26	29	86	14
3. Deliver school supplies to building(s)	13	72	15	11	-	2	-	-	-	-	-	39	21	39	91	9
4. Deliver food supplies to cafeteria	4	95	2	2	-	-	-	-	-	-	-	50	50	-	67	33
5. Load and unload supplies	29	41	37	42	6	-	-	-	-	-	-	31	38	31	81	19
6. Distribute classroom and office supplies	15	67	15	13	2	2	-	-	-	-	-	33	40	27	77	23
7. Assemble new equipment (classroom, office, custodial, maintenance)	25	50	35	11	2	-	-	-	-	-	-	32	44	24	83	17

Table 3.8

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

MAINTENANCE

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
D. DISPOSING OF RUBBISH AND WASTE MATERIALS		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1. Empty trash and waste baskets and remove to collection area or incinerator	19	63	9	2	6	13	4	2	-	-	-	16	11	74	75	25
2. Burn waste paper	1	100	-	-	-	-	-	-	-	-	-	100	-	-	-	100
3. Remove lunchroom garbage to collection area or incinerator	1	98	2	-	-	-	-	-	-	-	-	100	-	-	-	100
4. Burn lunchroom garbage in incinerator	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Remove ashes from furnace	1	95	4	-	4	-	-	-	-	-	-	-	-	100	100	-
E. CLEANING AND MAINTAINING FIXED SURFACES																
1. Sweep/dry mop/vacuum hall floors	13	74	8	6	4	-	2	-	-	4	-	15	23	62	-	-
2. Scrub/wet mop/shampoo hall floors	9	85	6	4	4	-	-	-	-	-	-	22	44	33	67	33
3. Strip/seal/wax/buff hall floors	12	76	13	8	-	2	-	-	-	-	-	27	27	46	75	25
4. Sweep/dry mop/vacuum classroom floors	10	74	6	10	6	2	-	-	-	-	-	15	39	46	75	25
5. Scrub/wet mop/shampoo classroom floors	7	78	13	6	-	2	-	-	-	-	-	20	40	40	70	30
6. Strip/seal/wax/buff classroom floors	3	82	9	9	-	-	-	-	-	-	-	43	29	29	71	29
7. Sweep/dry mop/vacuum cafeteria floor	4	96	4	-	-	-	-	-	-	-	-	67	-	33	33	67
8. Scrub/wet mop/shampoo cafeteria floor	2	91	8	-	-	-	-	-	-	-	-	50	-	50	50	50
9. Strip/seal/wax/buff cafeteria floor	1	98	-	2	-	-	-	-	-	-	-	50	-	50	50	50
10. Sweep/dry mop/vacuum auditorium and stage floor	1	98	2	-	-	-	-	-	-	-	-	100	-	-	-	100

Table 5.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

MAINTENANCE

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
11. Scrub/wet mop/shampoo auditorium and stage floor	1	98	2	-	-	-	-	-	-	-	-	100	-	-	-	100
12. Sweep/dry mop gymnasium floor	4	95	2	-	2	-	-	-	-	-	-	100	-	-	-	100
13. Scrub/strip/seal gymnasium floor	2	91	7	2	-	-	-	-	-	-	-	67	-	33	67	33
14. Wet mop/scrub and disinfect kitchen floor	14	100	-	-	-	-	-	-	-	-	-	100	-	-	-	100
15. Sweep/dry mop/vacuum stairways	41	98	2	-	-	-	-	-	-	-	-	50	-	50	50	50
16. Scrub/wet mop/shampoo stairways	28	98	2	-	-	-	-	-	-	-	-	50	50	-	50	50
17. Strip/seal stairways	7	100	-	-	-	-	-	-	-	-	-	100	-	-	-	100
18. Wash walls	79	85	13	2	-	-	-	-	-	-	-	33	44	22	89	11
19. Remove marks/substances from surfaces	87	85	11	4	-	-	-	-	-	-	-	33	44	22	100	-
20. Wash windows	81	78	17	2	2	-	-	-	-	-	-	58	17	25	70	30
21. Wash/polish door glass	73	87	13	-	-	-	-	-	-	-	-	50	25	25	88	13
22. Clean window sills	67	93	7	-	-	-	-	-	-	-	-	78	11	11	80	20
23. Clean furnace room	34	83	6	11	-	-	-	-	-	-	-	41	35	24	88	12
F. CLEANING AND MAINTAINING FURNITURE, FIXTURES, AND EQUIPMENT																
1. Clean restrooms including commodes, urinals, sinks, floors, mirrors, etc. (mop/scrub, disinfect, fungus spray, etc.)	14	72	4	9	7	9	-	-	-	-	-	14	21	64	85	15
2. Clean locker rooms including floors, benches, fountains, etc. (mop/scrub, disinfect, fungus spray)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Clean shower rooms including floors, commodes, urinals, sinks, fountains, mirrors, etc. (mop/scrub, disinfect, fungus spray)	1	98	2	-	-	-	-	-	-	-	-	100	-	-	-	100

Table 5.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

MAINTENANCE

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
4. Clean office areas (floors, drapes, shades, blinds, etc.)	8	85	9	2	4	-	-	-	-	-	-	38	25	38	100	-
5. Clean shelving	1	100	-	-	-	-	-	-	-	-	-	100	-	-	-	100
6. Clean chalk boards and chalk trays	10	93	2	-	4	-	-	-	-	-	-	80	-	20	89	11
7. Clean classroom furniture	7	98	2	-	-	-	-	-	-	-	-	71	29	-	86	14
8. Clean cafeteria tables and seats	2	93	2	2	2	-	-	-	-	-	-	-	100	-	100	-
9. Clean auditorium seats	1	100	-	-	-	-	-	-	-	-	-	-	-	-	100	-
10. Clean gymnasium bleachers	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11. Clean drinking fountains	8	98	-	2	-	-	-	-	-	-	-	-	50	50	100	-
12. Polish metal fixtures and hardware	2	100	-	-	-	-	-	-	-	-	-	100	-	-	100	-
13. Clean window shades/venetian blinds	9	93	7	-	-	-	-	-	-	-	-	56	44	-	78	22
14. Clean lighting fixtures	11	91	7	2	-	-	-	-	-	-	-	46	36	18	92	18
15. Clean lockers	4	96	2	2	-	-	-	-	-	-	-	50	25	25	50	50
G. SUPERVISING AND COORDINATING																
1. Interview prospective employees	6	96	2	-	-	2	-	-	-	-	-	17	33	50	100	-
2. Conduct orientation program for new custodians	7	96	4	-	-	-	-	-	-	-	-	-	14	86	100	-
3. Prepare work schedules and assign personnel	9	85	-	2	9	-	2	2	-	-	-	-	-	100	100	-
4. Schedule/orient substitute custodians	2	96	2	2	-	-	-	-	-	-	-	-	-	100	100	-
5. Conduct inservice training programs	2	91	2	7	-	-	-	-	-	-	-	-	-	100	50	50
6. Prepare custodial and maintenance budget	2	93	4	2	-	-	-	-	-	-	-	-	-	100	100	-
7. Prepare specifications for supplies and equipment	6	93	7	-	-	-	-	-	-	-	-	-	33	67	100	-
8. Order custodial and maintenance supplies and equipment	12	74	15	9	2	-	-	-	-	-	-	-	-	100	91	9

Table 5.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

MAINTENANCE

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
9. Maintain inventory control for custodial and maintenance supplies and equipment	10	78	17	4	-	-	-	-	-	-	-	-	20	80	89	11
10. Evaluate the durability of cleaning agents, waxes, paper products, and other products used in the cleaning process	5	91	7	-	2	-	-	-	-	-	-	20	20	60	100	-
11. Prepare written directions for care and maintenance of floors, walls, ceilings, windows, lavatories, etc.	1	98	2	-	-	-	-	-	-	-	-	-	-	100	100	-
12. Establish a schedule of repairs replacements, remodeling, or other changes in building(s) or grounds for short term or long term planning	8	85	4	2	9	-	-	-	-	-	-	25	-	75	88	13
13. Develop and maintain energy conservation program	8	89	6	4	-	-	-	-	-	-	-	25	25	50	71	29
14. Inspect school building(s) and property	13	74	9	13	4	-	-	-	-	-	-	-	39	62	91	9
15. Review and enforce safety standards (OSHA, State, local)	9	85	11	-	2	2	-	-	-	-	-	-	11	89	71	29
16. Interact with heating, plumbing, electrical, etc. contractors	8	89	2	4	4	-	-	-	-	-	-	25	38	38	88	13
17. Meet with insurance representatives and State and local inspectors	8	91	9	-	-	-	-	-	-	-	-	-	38	63	83	17
18. Supervise the receiving and distribution of building supplies and equipment	4	93	4	2	-	-	-	-	-	-	-	-	75	25	75	25
19. Process and file accident reports	1	100	-	-	-	-	-	-	-	-	-	-	100	-	100	-
20. Demonstrate procedures	4	96	4	-	-	-	-	-	-	-	-	-	100	-	100	-

Table 5.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

MAINTENANCE

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
H. MAINTAINING BUILDING SECURITY		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1. Determine that windows/doors are closed and locked at the end of each work day and/or when area is not in use.	11	85	9	4	-	2	-	-	-	-	-	18	9	73	82	18
2. Determine that classrooms, offices, or special areas are locked at the end of each work day and/or when not in use	4	96	2	2	-	-	-	-	-	-	-	-	-	100	50	50
3. Unlock entrances at beginning of work day and lock them at the end of the work day	10	78	13	2	7	-	-	-	-	-	-	11	11	78	70	30
4. Monitor unauthorized personnel in building	5	98	2	-	-	-	-	-	-	-	-	20	60	20	100	-
5. Maintain order and security in building and on school grounds	2	98	2	-	-	-	-	-	-	-	-	-	-	100	-	100
6. Enforce school rules and regulations	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Supervise parking of cars for special events	3	98	2	-	-	-	-	-	-	-	-	67	33	-	67	33
I. ACTING AS SECURITY GUARD																
1. Apprehend and restrain violators	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Control traffic at special events	1	100	-	-	-	-	-	-	-	-	-	-	100	-	100	-
3. Coordinate guard functions with other agencies	1	100	-	-	-	-	-	-	-	-	-	-	-	-	-	100
4. Clean, lubricate, and control assigned weapon	1	100	-	-	-	-	-	-	-	-	-	100	-	-	-	-
5. Escort/guard money carriers	2	98	2	-	-	-	-	-	-	-	-	-	100	-	50	50

F-15

Table 5.B

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

MAINTENANCE

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	I	M	V	Yes	No
6. Inspect security/patrol vehicle	-	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7. Investigate minor offenses/incidents	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8. Make on the spot corrections of minor violations	1	98	-	2	-	-	-	-	-	-	-	100	-	-	100	-
9. Patrol on foot	1	98	1	-	-	-	-	-	-	-	-	-	100	-	100	-
10. Patrol with vehicle	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11. Protect the scene of accident/incident	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12. Control locks and keys	1	93	4	2	-	-	-	-	-	-	-	-	-	100	100	-
13. Control personnel/vehicle movement in restricted area	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14. Detect/report/investigate sabotage incidents	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15. Detect/report/investigate pilferage incidents	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16. Guard entry/exit to restricted areas	-	98	2	-	-	-	-	-	-	-	-	-	-	-	-	-
17. Investigate intrusions emergencies detected by alarms	4	98	2	-	-	-	-	-	-	-	-	50	-	50	75	25
18. Investigate bomb threats	4	93	7	-	-	-	-	-	-	-	-	-	-	100	50	50
19. Search individuals	1	100	-	-	-	-	-	-	-	-	-	-	-	100	-	100
20. Search material/cargo	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21. Monitor mechanical equipment and alarm systems	3	98	2	-	-	-	-	-	-	-	-	67	33	-	100	-
22. Send and receive radio transmissions	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
23. Administer emergency first aid	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
24. Man security control station	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-

P-16

Table 5.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

SECURITY

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
A. MAINTAINING GROUNDS		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. Fertilize and seed/plant lawns and gardens	-	96	4	0	0	-	-	-	-	-	-	-	-	-	-	-
2. Cut grass and remove weeds	-	96	-	-	-	-	4	-	-	-	-	-	-	-	-	-
3. Trim trees and shrubbery	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. Remove trash/debris from grounds including sidewalks, driveways and parking areas	1	92	4	-	-	4	-	-	-	-	-	-	100	-	100	-
5. Assist in emergency operations created by weather conditions	3	92	8	-	-	-	-	-	-	-	-	-	33	67	100	-
6. Repair fence	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B. MAINTAINING AND REPAIRING EQUIPMENT AND FACILITIES																
1. Inspect/service/repair mechanical systems/equipment	1	96	4	-	-	-	-	-	-	-	-	-	100	-	-	-
2. Inspect/repair plumbing systems	1	96	-	4	-	-	-	-	-	-	-	-	100	-	-	-
3. Inspect/service/repair electrical systems/equipment	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. Inspect/service/repair heating systems	1	96	-	4	-	-	-	-	-	-	-	-	100	-	-	-
5. Fire boiler/tend furnace	3	88	-	4	4	4	-	-	-	-	-	67	-	33	100	-
6. Inspect/service/repair air cooling systems	1	96	-	4	-	-	-	-	-	-	-	100	-	-	-	-
7. Check and adjust room temperatures	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8. Replace floor tiles	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9. Replace ceiling tiles	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10. Paint walls and trim	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11. Repair/replace roofing/gutters/downspouts	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 5.c

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

SECURITY

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
12. Repair/replace flashing and caulking	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13. Repair/replace minor cement or concrete construction	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14. Perform minor carpentry work (repairs/relocations)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15. Perform major carpentry work (additions/remodeling, etc.)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16. Repair/replace windows	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17. Repair classroom and office furniture and equipment	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18. Replace burned-out light bulbs	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19. Move furniture or equipment as required	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20. Test/service emergency system (lighting, fire alarm, security, etc.)	3	84	8	4	-	-	-	-	-	-	-	-	33	67	100	-
21. Put up/take down flags	4	82	12	4	-	-	-	-	-	-	-	-	-	-	-	-
C. ORDERING, RECEIVING, ASSEMBLING, PREPARING SUPPLIES & EQUIPMENT																
1. Assist in preparation of maintenance and/or custodial budget	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Drive a school truck or van	-	96	-	4	-	-	-	-	-	-	-	-	-	-	-	-
3. Deliver school supplies to building(s)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. Deliver food supplies to cafeteria	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Load and unload supplies	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6. Distribute classroom and office supplies	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Assemble new equipment (classroom, office, custodial, maintenance)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 5.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

SECURITY

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
D. DISPOSING OF RUBBISH AND WASTE MATERIALS		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. Empty trash and waste baskets and remove to collection area or incinerator	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Burn waste paper	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Remove lunchroom garbage to collection area or incinerator	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. Burn lunchroom garbage in incinerator	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Remove ashes from furnace	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. CLEANING AND MAINTAINING FIXED SURFACES																
1. Sweep/dry mop/vacuum hall floors	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Scrub/wet mop/shampoo hall floors	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Strip/seal/wax/buff hall floors	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. Sweep/dry mop/vacuum classroom floors	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Scrub/wet mop/shampoo classroom floors	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6. Strip/seal/wax/buff classroom floors	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Sweep/dry mop/vacuum cafeteria floor	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8. Scrub/wet mop/shampoo cafeteria floor	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9. Strip/seal/wax/buff cafeteria floor	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10. Sweep/dry mop/vacuum auditorium and stage floor	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 5.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

SECURITY

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
11. Scrub/wet mop/shampoo auditorium and stage floor	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12. Sweep/dry mop gymnasium floor	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13. Scrub/strip/seal gymnasium floor	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14. Wet mop/scrub and disinfect kitchen floor	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15. Sweep/dry mop/vacuum stairways	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16. Scrub/wet mop/shampoo stairways	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17. Strip/seal stairways	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18. Wash walls	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19. Remove marks/substances from surfaces	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20. Wash windows	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21. Wash/polish door glass	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22. Clean window sills	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
23. Clean furnace room	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F. CLEANING AND MAINTAINING FURNITURE, FIXTURES, AND EQUIPMENT																
1. Clean restrooms including commodes, urinals, sinks, floors, mirrors, etc. (mop/scrub, disinfect, fungus spray, etc.)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Clean locker rooms including floors, benches, fountains, etc. (mop/scrub, disinfect, fungus spray)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Clean shower rooms including floors, commodes, urinals, sinks, fountains, mirrors, etc. (mop/scrub, disinfect, fungus spray)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 5.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

SECURITY

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
4. Clean office areas (floors, drapes, shades, blinds, etc.)	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Clean shelving	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6. Clean chalk boards and chalk trays	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Clean classroom furniture	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8. Clean cafeteria tables and seats	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9. Clean auditorium seats	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10. Clean gymnasium bleachers	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11. Clean drinking fountains	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12. Polish metal fixtures and hardware	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13. Clean window shades/venetian blinds	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14. Clean lighting fixtures	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15. Clean lockers	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
G. SUPERVISING AND COORDINATING																
1. Interview prospective employees	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Conduct orientation program for new custodians	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Prepare work schedules and assign personnel	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. Schedule/orient substitute custodians	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Conduct inservice training programs	1	100	-	-	-	-	-	-	-	-	-	-	-	100	-	-
6. Prepare custodial and maintenance budget	-	97	4	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Prepare specifications for supplies and equipment	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8. Order custodial and maintenance supplies and equipment	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 5.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

SECURITY

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
9. Maintain inventory control for custodial and maintenance supplies and equipment	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10. Evaluate the durability of cleaning agents, waxes, paper products, and other products used in the cleaning process	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11. Prepare written directions for care and maintenance of floors, walls, ceilings, windows, lavatories, etc.	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12. Establish a schedule of repairs replacements, remodeling, or other changes in building(s) or grounds for short term or long term planning	1	96	4	-	-	-	-	-	-	-	-	-	100	-	-	-
13. Develop and maintain energy conservation program	2	96	4	-	-	-	-	-	-	-	-	50	-	50	100	-
14. Inspect school building(s) and property	2	92	4	-	-	-	-	-	4	-	-	-	-	100	100	-
15. Review and enforce safety standards (OSHA, State, local)	-	92	4	-	-	-	-	4	-	-	-	-	-	-	-	-
16. Interact with heating, plumbing, electrical, etc. contractors	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17. Meet with insurance representatives and State and local inspectors	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18. Supervise the receiving and distribution of building supplies and equipment	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19. Process and file accident reports	1	96	4	-	-	-	-	-	-	-	-	-	-	-	-	100
20. Demonstrate procedures	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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Table 5.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

SECURITY

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
H. MAINTAINING BUILDING SECURITY		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. Determine that windows/doors are closed and locked at the end of each work day and/or when area is not in use.	16	28	12	16	28	16	-	-	-	-	-	-	19	81	100	-
2. Determine that classrooms, offices, or special areas are locked at the end of each work day and/or when not in use	17	28	8	12	32	20	-	-	-	-	-	-	29	71	100	-
3. Unlock entrances at beginning of work day and lock them at the end of the work day	12	52	8	20	8	12	-	-	-	-	-	17	33	50	91	9
4. Monitor unauthorized personnel in building	18	16	16	36	8	12	4	8	-	-	-	11	11	78	100	-
5. Maintain order and security in building and on school grounds	19	16	8	40	8	4	8	4	-	-	12	11	5	84	100	-
6. Enforce school rules and regulations	17	20	12	40	16	-	4	8	-	-	-	12	30	59	94	6
7. Supervise parking of cars for special events	16	44	28	28	-	-	-	-	-	-	-	38	25	38	100	-
I. ACTING AS SECURITY GUARD																
1. Apprehend and restrain violators	17	44	24	20	4	8	-	-	-	-	-	12	18	71	100	-
2. Control traffic at special events	15	56	24	20	-	-	-	-	-	-	-	33	40	27	100	-
3. Coordinate guard functions with other agencies	9	68	24	8	-	-	-	-	-	-	-	22	56	22	100	-
4. Clean, lubricate, and control assigned weapon	9	88	8	4	-	-	-	-	-	-	-	33	22	44	100	-
5. Escort/guard money carriers	14	76	20	4	-	-	-	-	-	-	-	21	21	57	85	15

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Table 5.C

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

SECURITY

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
6. Inspect security/patrol vehicle	6	76	20	4	-	-	-	-	-	-	-	17	17	67	100	-
7. Investigate minor offenses/incidents	17	24	16	40	12	8	-	-	-	-	-	-	65	35	100	-
8. Make on the spot corrections of minor violations	16	24	28	44	4	-	-	-	-	-	-	13	63	25	100	-
9. Patrol on foot	22	-	12	8	12	12	4	24	12	12	4	9	14	77	100	-
10. Patrol with vehicle	8	68	4	12	8	-	-	4	4	-	-	-	50	50	100	-
11. Protect the scene of accident/incident	15	52	28	20	-	-	-	-	-	-	-	27	60	13	92	8
12. Control locks and keys	5	84	12	4	-	-	-	-	-	-	-	-	80	20	80	20
13. Control personnel/vehicle movement in restricted area	12	20	12	12	12	-	-	-	-	-	-	17	42	42	100	-
14. Detect/report/investigate sabotage incidents	8	68	20	12	-	-	-	-	-	-	-	25	38	38	100	-
15. Detect/report/investigate pilferage incidents	14	40	24	32	-	4	-	-	-	-	-	14	36	50	100	-
16. Guard entry/exit to restricted areas	10	64	20	8	4	4	-	-	-	-	-	10	40	50	100	-
17. Investigate intrusions or emergencies detected by alarms	8	64	20	16	-	-	-	-	-	-	-	25	38	38	100	-
18. Investigate bomb threats	6	80	8	8	4	-	-	-	-	-	-	17	-	83	100	-
19. Search individuals	7	76	16	8	-	-	-	-	-	-	-	29	29	43	100	-
20. Search material/cargo	6	76	12	12	-	-	-	-	-	-	-	33	17	50	80	20
21. Monitor mechanical equipment and alarm systems	3	84	12	4	-	-	-	-	-	-	-	-	67	33	67	33
22. Send and receive radio transmissions	9	64	16	20	-	-	-	-	-	-	-	22	11	67	100	-
23. Administer emergency first aid	3	88	12	-	-	-	-	-	-	-	-	33	-	67	100	-
24. Man security control station	5	76	4	8	4	4	-	-	4	-	-	20	20	60	100	-

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APPENDIX G

Table 6.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

TEACHER'S AIDE

FUNCTION/Task	N	Percentage of Time Spent										Importance Included				
		C	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
A. SECRETARIAL/CLERICAL ACTIVITIES		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. Clean/maintain equipment	21	66	24	6	2	2	-	-	-	-	-	24	43	33	80	20
2. Operate ditto/mimeo equipment	21	62	24	10	-	4	2	-	-	-	-	29	48	24	78	22
3. Operate photocopier	35	34	22	26	6	8	-	-	2	2	-	29	46	26	79	21
4. Collate duplicated items	35	38	22	20	12	2	-	6	-	-	-	34	26	40	81	19
5. Staple materials	34	38	30	20	2	8	-	2	-	-	-	35	41	24	74	26
6. Fold/bind printed materials	13	74	18	2	4	2	-	-	-	-	-	46	23	31	67	33
7. Prepare audio-visual materials	10	90	10	-	-	-	-	-	-	-	-	20	30	50	89	11
8. Prepare purchase orders/requisitions	21	72	16	6	4	-	-	2	-	-	-	24	24	52	80	20
9. Receive/check incoming supplies/equipment	20	70	16	10	4	-	-	-	-	-	-	20	35	45	79	21
10. Organize/manage/update file system	26	58	26	10	2	-	2	2	-	-	-	8	38	54	95	5
11. File/retrieve materials	31	36	26	28	-	6	-	-	-	-	4	23	32	45	92	8
12. Maintain curriculum file	15	74	10	14	2	-	-	-	-	-	-	13	40	47	100	-
13. Collect and compile materials/information	21	62	22	12	4	-	-	-	-	-	-	24	43	33	81	19
14. Type letters and memoranda	16	68	14	6	8	4	-	-	-	-	-	6	31	63	93	7
15. Type reports	14	80	12	2	-	4	-	-	-	2	-	7	36	57	92	8
16. Type lists	18	68	20	8	2	-	-	-	2	-	-	6	44	50	94	6
17. Type test/instructional materials	17	72	2	12	8	-	6	-	-	-	-	-	24	76	100	-
18. Type addresses (envelopes, labels)	17	70	10	18	2	-	-	-	-	-	-	24	29	47	94	6
19. Proofread and correct copy	20	66	16	8	8	2	-	-	-	-	-	5	25	70	89	11
20. Organize/maintain bookstore	3	96	2	2	-	-	-	-	-	-	-	33	67	-	67	33
21. Sell/distribute books/supplies	3	96	4	-	-	-	-	-	-	-	-	33	33	33	67	33
22. Collect money	4	88	6	6	-	-	-	-	-	-	-	50	25	25	75	25
23. Maintain clipping file/scrapbook	2	94	6	-	-	-	-	-	-	-	-	50	50	-	-	100

Table 6.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

TEACHER'S AIDE

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
B. INSTRUCTIONAL SUPPORT ACTIVITIES																
1. Assist teacher with individual instruction of students	32	32	6	18	4	18	8	6	4	2	2	-	19	81	96	4
2. Assist teacher with small group instruction of students	25	52	2	16	4	14	4	2	4	-	2	-	12	88	100	-
3. Monitor student work assignments	26	46	8	16	6	10	2	8	2	-	2	4	23	73	91	9
4. Assist with resolution of student problems	25	58	10	18	4	6	-	-	2	-	2	8	28	64	81	19
5. Temporarily supervise students in teacher's absence	30	34	20	16	14	4	8	-	2	-	2	-	17	83	93	7
6. Distribute class-related materials/supplies	30	44	14	26	6	2	2	4	-	-	2	13	33	53	96	4
7. Give/correct tests/papers/reports	27	48	12	10	16	2	4	-	4	2	2	4	33	63	90	10
8. Attend meetings	20	74	16	10	-	-	-	-	-	-	-	10	50	40	89	11
9. Assist with vocational student organization activities	10	88	8	2	-	-	-	2	-	-	-	30	50	20	78	22
10. Prepare/maintain bulletin boards/displays	14	72	18	8	-	2	-	-	-	-	-	29	50	21	92	8
11. Assist with clean-up routines	29	48	26	6	10	8	2	-	-	-	-	34	28	38	80	20
12. Maintain/disseminate library materials	9	88	4	6	2	-	-	-	-	-	-	11	89	-	83	17
13. Mend/repair books/materials	7	86	8	4	2	-	-	-	-	-	-	43	43	14	100	-
14. Assist in supervision of children (Ch.Care Program)	3	92	-	4	-	2	-	-	-	2	-	-	-	100	100	-
15. Distribute/collect child-care equipment/materials	3	92	4	4	-	-	-	-	-	-	-	-	-	100	100	-

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II - Loydia Webber, Vocational Equity Coordinator

*Title VI - Peyton Williams Jr., Associate Superintendent
of State Schools and Special Services*

Title IX - Evelyn Rowe and Myra Tolbert, Coordinators

Section 504 - Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.

Table 6.A

ANALYSIS OF TASKS BY PERCENTAGE OF TIME SPENT,
IMPORTANCE AND INCLUSION IN JOB DESCRIPTION

TEACHER'S AIDE

FUNCTION/Task	N	Percentage of Time Spent										Importance			Included	
		0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-100	L	M	V	Yes	No
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
C. MAINTAINING RECORDS																
1. Prepare class rosters	19	70	20	8	-	2	-	-	-	-	-	11	21	68	82	18
2. Record daily pupil attendance	21	68	12	12	-	8	-	-	-	-	-	5	33	62	95	5
3. Maintain student attendance cards	17	76	6	10	4	4	-	-	-	-	-	6	29	65	76	24
4. Maintain student records	26	52	22	12	6	6	-	-	-	2	-	8	15	77	78	22
5. Maintain shop/class equipment/supply inventories	23	58	28	8	4	-	-	2	-	-	-	4	26	70	68	32
6. Prepare/maintain participation reports/records	9	82	6	8	2	-	-	2	-	-	-	-	56	44	75	25
D. COMMUNICATING AND COORDINATING																
1. Schedule appointments	6	90	2	6	-	2	-	-	-	-	-	17	67	17	80	20
2. Arrange conferences/meetings	4	96	4	-	-	-	-	-	-	-	-	-	100	-	100	-
3. Arrange for/set up equipment at meetings	5	94	4	2	-	-	-	-	-	-	-	-	40	60	80	20
4. Make field trip reservations/arrangements	6	90	2	6	-	2	-	-	-	-	-	50	17	33	80	20
5. Perform errands	26	46	22	8	18	6	-	-	-	-	-	35	42	23	92	8
6. Greet/direct visitors	26	58	16	20	4	2	-	-	-	-	-	19	31	50	86	14
7. Place/answer phone calls	28	44	10	24	12	8	2	-	-	-	-	11	36	54	83	17
8. Answer student inquiries	26	48	4	32	6	8	-	2	-	-	-	4	28	69	88	13